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# STATE NORMAL SCHOOL NEWARK, NEW JERSEY



**Eighth Annual Catalogue  
1921-1922**











NEW JERSEY STATE NORMAL SCHOOL AT NEWARK

NEW JERSEY  
STATE NORMAL SCHOOL  
AT NEWARK

EIGHTH  
ANNUAL CATALOGUE  
1921-1922



CATALOGUE OF THE NEW JERSEY  
STATE NORMAL SCHOOL AT NEWARK



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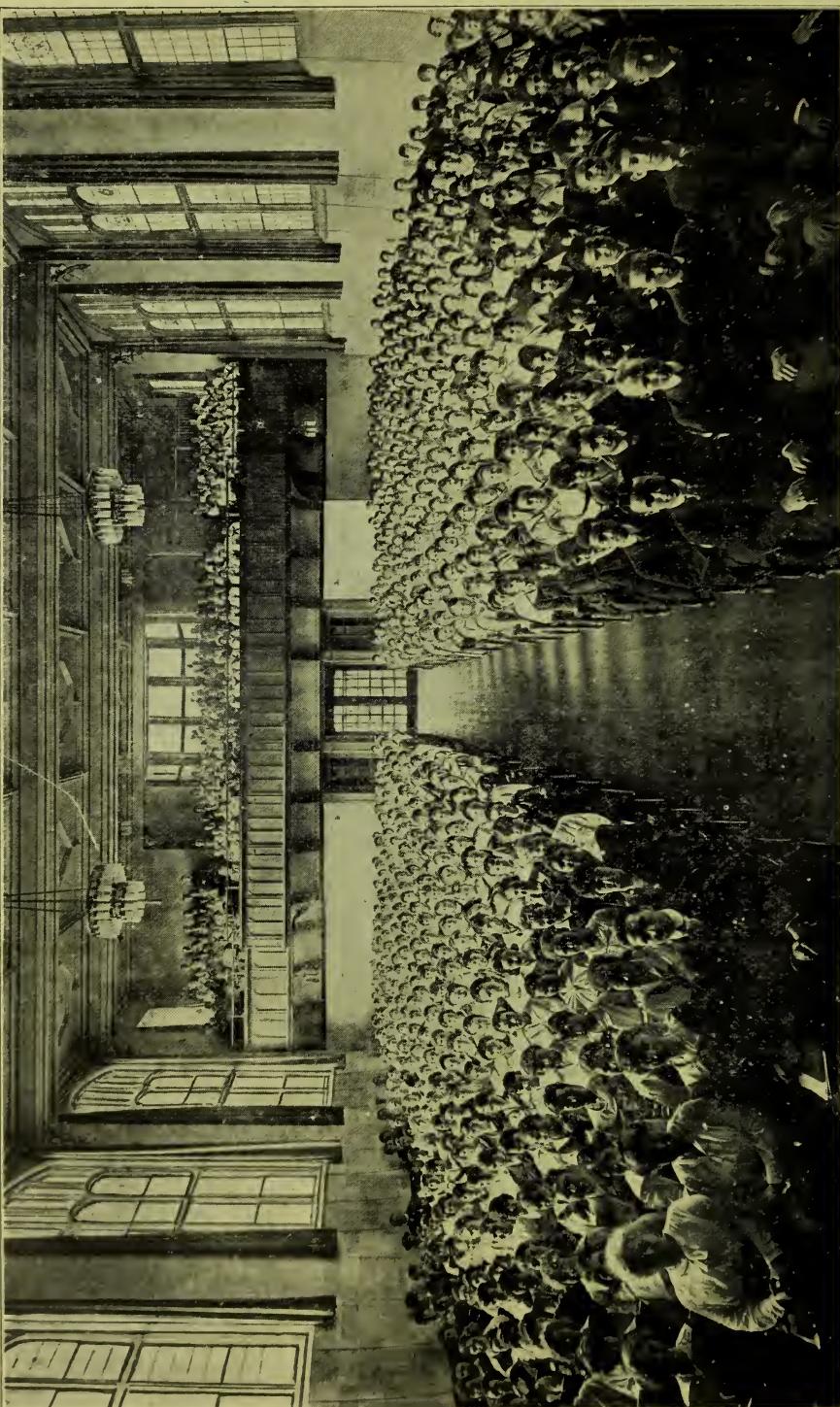
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Committee on State Normal Schools at Trenton,  
Montclair and Newark.

MELVIN A. RICE, *Chairman,*  
D. STUART CRAVEN,  
ROBERT LYNN COX.







ASSEMBLY ROOM

## PRINCIPAL'S REPORT

---

*To the State Board of Education:*

**GENTLEMEN**—The State Normal School at Newark entered upon its eighth year of existence September 7th, 1920, with a pleasing outlook for the future. The entrance class numbering 330, not only increased the enrollment, but also indicated the fact that high school graduates are giving up industrial and commercial pursuits in order to enter the teaching profession. It is indeed fortunate for the school situation in this State that the tide is turning in this direction.

It may be of interest to state that last September only 400 students entered the three state normal schools, while this September there are over 800 enrolled.

### ENROLLMENT

The enrollment for the present year is as follows: Sr. A's 100; Sr. B's 233; Jr. A's 83 and Jr. B's 330, making a total of 746 students. 658 of these students are pursuing the General course, and 88 are taking the Kindergarten and Primary course. Before the war we had fifty young men who were greatly interested in the teaching profession; now only eight are enrolled. It is hoped that more young men will enter the normal schools, as the demand for their services is far greater than the supply. Fourteen counties are represented by the student body, and a careful survey shows that over 300 of these students leave home at 7:30 in the morning in order to reach school in time. This is a commuting school; trolley and railroad facilities enable the graduates of thirty high schools to attend without undue travel fatigue. Excellent boarding places are found for those who desire to reside in Newark.

## HEALTH CONDITIONS

It is a pleasure to state that the general health of the student body has been excellent and the attendance remarkable. The entire spirit of the school is one of co-operation, cheerfulness and good health. Visitors speak of the school as being a happy, sunshiny place. The building itself, kept in perfect sanitary condition, is conducive to this result; teachers and students greatly appreciate the beautiful environment in which they are placed.

In order to secure accurate information all students are examined by two physicians, and the results of these examinations are filed for the use of principal and faculty. Students are sent home for the removal of adenoids and tonsils as well as for ear, eye and throat treatment, and are also given definite corrective work by the physical training teachers in a sympathetic and helpful way. It seems a pity that some parents permit their children to reach womanhood suffering from ailments which should have been remedied years ago. Our physicians find, however, that the general health of the student body as a whole is improving from year to year. Successful teaching cannot be secured without good health; it is for this reason that so much attention is given to the physical condition of the student body.

The State Monograph on Physical Training is used as a source for teaching material. Each student is given a copy and is obliged to actually teach a series of lessons selected from it. The State Monograph is supplemented in many other ways, but the monograph itself is made the chief center of inspiration for the grade work.

Students are given special training in order to secure good carriage, muscular control, prompt response and quickness of action. Folk dancing, games and many interesting devices are used for this purpose and the results indicate that this special training is of great value. The regular grade work, such as setting-up exercises, posture drills and games suitable for class rooms, play grounds and summer school activities

are given. Students are placed in charge of classes in order to test their confidence, initiative and ability to secure results.

In connection with the physical training work a series of talks are given by the hygiene and physical training teachers relative to personal health, the pernicious effects of stimulants and narcotics, and the value of fresh air and sunshine, sleep and rest, exercise and digestion, cheerfulness and hope upon the development of mind and body. These personal talks are instructive and effective. The popularity of the physical training course is made evident by the large number of students remaining after school to take part in athletic activities. They realize that the aim of the department is not to train a winning team, made up of the best physical specimens who need the training the least, but to promote the general health, happiness and co-operation of the entire student body. This result has been accomplished. The gymnasium is a happy, busy place from 8:40 A. M. until 5 P. M. where courage is given to the timid, grace to the awkward and many valuable lessons taught concerning courtesy, fair-play, self control and honesty of purpose. The gymnasium is in charge of two physical training teachers and an assistant.

### THE PRACTICE DEPARTMENT

The state normal schools train hundreds of students each year to become successful teachers in the elementary grades. It is not an easy task, as students vary greatly in their preparation and personality as well as in their temperament, home training and general fitness for this special calling. It is not only the problem of the normal school to prepare teachers to carry out the curriculum of the grades, but these young teachers must be qualified to lay the foundation for a worthy and progressive citizenship. The boys and girls under their care today will be the men and women of tomorrow. Good citizenship may be a by-product of teaching if the teacher understands social, economic, moral and educational problems in a broad and intelligent way, but without these qualifi-

cations the children of our schools will not understand the true meaning of democracy. There never can be any substitutes for common sense, tact and a sympathetic attitude toward children.

Four supervisors of practice visit two hundred practice students each semester, who are teaching under the direction of training teachers in various parts of the State. The supervisors take to these young people, struggling with difficult problems, a friendly voice and a helping hand, for they realize that these beginning teachers scarcely twenty years of age, are making adjustments which require a sympathetic and patient oversight. Supervisors must have an accurate knowledge of daily programs, courses of study, workable methods, a wise selection of subject matter and discriminating judgment in order to help, encourage and judge these young teachers. Some idea of the extent of this work may be gained when it is stated that our supervisors make two thousand visits during the school year, traveling hundreds of miles in all kinds of weather in order to observe, discuss and strengthen the work of practice students, and hold innumerable conferences with supervising principals, training teachers and students.

The principal of the State Normal School at Newark is kept in close touch with the work of this department through reports made to him relative to the success or failure of the practice students, and also at monthly meetings where these reports are discussed and suggestions made as to the future. These reports are filed for inspection. The principal also finds these reports very helpful when visiting various practice centers. Another important feature of the work performed by the supervisors of practice is that of visiting and reporting upon graduates who occupy regular teaching positions. This places an extra burden upon the supervisors, but it brings to the Normal School accurate information regarding a vital matter.

Two hundred demonstration lessons are given during the school year by the supervisors of practice before training

teachers and practice students. These lessons demonstrate right methods of teaching and afford opportunity for discussions in which the students are trained in intelligent observation. Besides these demonstration lessons at certain intervals during the practice period students in the field are called together at various centers where expert teachers who have made a reputation in certain grades teach a series of demonstration lessons which are afterwards thoroughly discussed.

The duties of the supervisors are varied in character; they are obliged to outline lesson plans, give constructive criticism, hold individual conferences with weak students and give definite reasons for failing the same, arrange time-saving programs and confer and advise with principals, training teachers and practice students. They place themselves at the service of any teacher or student who needs them and answer any call that any critic teacher or practice student may make upon them. This work demands cheerfulness of spirit, good health, teaching skill, tact and a broad vision in order to bring to these would-be teachers a human and a sympathetic relationship which makes for gratitude, encouragement and success. Youth is no crime and inexperience is no disgrace, but it will always be a difficult problem to train hundreds of young people to assume positions requiring such a broad outlook and understanding as that of teaching young children.

In summing up the work of the Practice Department it may be said that the aim is to make teaching happy, sane and serviceable and this result is being accomplished, as the reports of superintendents and supervising principals attest.

### LIBRARY

The library is one of the busiest centers of the school. Five hundred students daily gather there for reference work during and after school hours. It is splendidly equipped, having a collection of 7,000 text books for use of faculty and students; 14,000 carefully selected reference books of wide range, hundreds of educational and technical magazines,

several thousand mounted and unmounted pictures to be used in the grades, a model children's library with an unusual collection of illustrated books, 500 war posters from various countries, hundreds of pamphlets covering all phases of school work as well as a valuable collection of Government reports, public documents and special publications.

A course in library methods is given to all students along the following lines:

- (a) To teach the students the use of books as reference tools.
- (b) To familiarize them with library methods, so they may use a library intelligently, and may train their pupils along the same lines.
- (c) To give them a practical working knowledge of the principles governing the selection of books, more especially reference and children's books.
- (d) The cost and care of books.

All books received at the school are taken to the library where they are stamped, numbered and catalogued. A complete index system is used, the same as in all large libraries in the country. Last year only ten books were lost. This indicates unusual care on the part of teachers and students. The library rooms are spacious, well lighted, well ventilated and equipped with modern furniture. Two trained librarians and one helper are in charge. Students themselves realize the advantages that are offered them by the library and greatly appreciate its helpfulness.

#### HIGH SCHOOL VISITING DAY

An interesting event occurred April 14, 1920, when two hundred high school principals, teachers and students assembled at the Normal School for the purpose of meeting the members of the faculty, observing the work of the various departments and gaining some knowledge of the student body. The result was most gratifying as forty high schools

were represented by principals, members of the faculty and student body, making it one of the most distinctive high school gatherings of its kind ever held in the State.

Visitors were welcomed by the principal and then escorted through the various departments by members of the student body. At eleven o'clock an assembly period was held when talks were given by Dr. C. N. Kendall, Commissioner of Education; Honorable M. A. Rice, President of the State Board of Education; Dr. Charles S. Chapin, Principal of the State Normal School at Montclair; Dr. J. J. Savitz, Principal of the State Normal School at Trenton and other prominent educators. Afterward an abundant luncheon was served in the dining halls.

The result of this meeting has proven very helpful in establishing a much closer relationship between high and normal schools than formerly existed. The large September entering class is one of the direct results of this gathering. The principal has held many other meetings with critic and training teachers, which have proven mutually beneficial to all concerned. Each semester conferences are held in connection with some department of the Normal School work.

### CONCLUSION

The work of all the departments has been closely unified, and the results indicate that a fine spirit of co-operation exists between faculty and students which gives promise of making the work happy and successful. No school can succeed without the loyal devotion and earnestness of the student body, and this spirit exists at the State Normal School at Newark.

Permit me to thank the members of the State Board of Education for their co-operation and assistance.

W. S. WILLIS,

*Principal.*

# FACULTY

---

W. SPADÉR WILLIS,  
PRINCIPAL.

---

ALICE T. WHYTE,  
HEAD OF DEPARTMENT OF PSYCHOLOGY.

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ASSOCIATE INSTRUCTOR IN PSYCHOLOGY.

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INSTRUCTOR IN HISTORY.

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HEAD OF DEPARTMENT OF PRINCIPLES AND HISTORY OF EDUCATION.

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AGNES VINTON LUTHER,  
HEAD OF DEPARTMENTS OF BIOLOGY, PHYSIOLOGY AND SCHOOL HYGIENE.

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FLORA C. YORK,  
HEAD OF DEPARTMENT OF READING AND SPELLING METHODS.

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LILLIAN M. KREINER,  
HEAD OF DEPARTMENT OF ENGLISH.

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HARRIET FRANCES CARPENTER,  
HEAD OF DEPARTMENT OF KINDERGARTEN THEORY.

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HELEN C. SNYDER,  
INSTRUCTOR IN SCIENCE DEPARTMENT.

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ANDREW L. SLOAN,  
HEAD OF DEPARTMENT OF GEOGRAPHY.  
INSTRUCTOR IN BUSINESS PRACTICE FOR TEACHERS.

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MARTHA DOWNS,  
ASSOCIATE INSTRUCTOR IN GEOGRAPHY.  
INSTRUCTOR IN CIVICS.

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DIRECTOR OF ART DEPARTMENTS.

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JOHN J. HATCH,  
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JUDD W. WILSON,  
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SOCIAL SERVICE.

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JOSEPH A. D'ANGOLA,  
HEAD OF DEPARTMENT OF PHYSICAL TRAINING.

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ANITA D'ANGOLA,  
ASSOCIATE INSTRUCTOR IN PHYSICAL TRAINING.

## EIGHTH ANNUAL REPORT.

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REGISTRAR.

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LIBRARIAN.

—  
MINNIE LIPSON,  
ASSISTANT LIBRARIAN.

—  
ANNA M. ROCKEFELLER,  
STENOGRAPHER AND BOOKKEEPER.

—  
MARY COOK,  
PHYSICIAN.

## PRACTICE DEPARTMENT.

ROY L. SHAFFER,  
SUPERVISOR.

—  
WILDY V. SINGER,  
BERTHA R. KAIN,  
ANNA LUELLA SEAGER,  
ASSOCIATE SUPERVISORS.

—  
ANNA M. BALLING,  
SECRETARY TO PRACTICE DEPARTMENT.

## INSTRUCTORS IN WEBSTER TRAINING SCHOOL.

—  
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—  
MAY V. BASSETT.

—  
AGNES V. BYRNE.

ELIZABETH C. CARLTON.

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---

ANGELINE E. TRELOAR.

---

EMMA L. WETTLIN.

---

EVELYN WYMAN.

---

ANNA V. NEAL.

---

## CALENDAR 1921-1922

First Quarter—September 6th, 1921, to November 11th, 1921.

Second Quarter—November 11th, 1921, to January 27, 1922.

Third Quarter—January 30th, 1922, to April 7th, 1922.

Fourth Quarter—April 17th, 1922, to June 30th, 1922.

The fall term will begin on Tuesday, September 6th, 1921, at 8:45 A. M., and close Friday, January 27th, 1922 at 3:45 P. M.

The mid-year term will begin Monday, January 30th, 1922, at 8:45 A. M., and close Friday, June 30, at 3:45 P. M.

School will not be in session on Thanksgiving Day or the day following, or on Tuesday, May 30th, 1922. The Christmas holidays will extend from Friday, December 23d, 1921, until Tuesday, January 3d, 1922.

Spring vacation will extend from Friday, April 7th, 1922, until Monday, April 17th, 1922.

The school day consists of eight periods of forty-five minutes each with a forty minute interval for lunch.

Commencement exercises will be held on Saturday, January 28, 1922, at 2:30 P. M., and on Saturday, June 24, 1922, at 2:30 P. M.

School is in session two hundred days during the year as indicated below:

September, .....	19 days.
October, .....	21 days.
November, .....	20 days.
December, .....	17 days.
January, .....	21 days.
February, .....	20 days.
March, .....	23 days.
April, .....	15 days.
May, .....	22 days.
June, .....	22 days.
Total .....	<u>200</u> days.

The annual Alumni meeting will be held on Saturday, April 1st, 1922, from 1:00 to 6:00 P. M. Refreshments served at 4:00 P. M. Dancing, etc.

## LOCATION OF THE SCHOOL

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The New Jersey State Normal School at Newark occupies a part of the old Kearny estate at the corner of Belleville and Fourth avenues. The spacious grounds afford opportunities for recreation and other outside activities, while the sunken gardens, filled with choice and rare plants, are used for nature study purposes.

The school may be reached by a number of railroads, the Pennsylvania, Erie, Delaware, Lackawanna and Western and the Central. All of these stations are not more than fifteen minutes from the school. The Broad, Paterson and Mulberry trolleys pass the door. The railroad and trolley facilities afford such excellent opportunities for transportation from nearby towns that few students have made application for board in the city of Newark.

## MOTHERS' DAY

Nearly two hundred acceptances were received by the Junior A Class in response to their invitation to their parents to be their guest at the Normal School on the afternoon of June 16th.

The students wished their parents to see them at work and at play and arranged their program accordingly. From one o'clock until two-fifteen, all classes were in regular session. The guests were taken through the building, and to the various class rooms by students who were free at that time to act as hostesses.

At two-fifteen a musical program was given in the auditorium, under the direction of the music department. From there all were invited to go out in the sunken gardens. Here the exercises were in keeping with an outdoor program for Flag Day, which we had observed just two days before.

The two hundred and forty members of the Junior A class dressed in white middies and dark skirts and each carrying an American flag made a very pretty picture as they went through the various exercises, sang their songs and gave the salute to the flag.

There followed a social hour on the lawn during which iced tea and cake was served.

## ENTRANCE REQUIREMENTS

(Extract from the School Law of New Jersey.)

“State Normal Schools shall be maintained for the purpose of training and educating persons in the science of education and art of teaching. Tuition in said schools shall be free.

“Each county shall be entitled to at least six times as many pupils in such schools as it shall have representatives in the Legislature. In case any county shall not have the full number of pupils to which it shall be entitled, pupils may be admitted from other counties. Pupils when admitted shall sign a declaration that they intend to teach in the public schools of this State for at least two years immediately after being graduated, unless excused temporarily by the State Board of Education, and that, if they do not so teach, they will refund to the State the cost of their education.”

In accordance with the above statute, the State Board of Education, on December 4th, 1915, passed the following resolutions:

*Resolved*, That after January 1st, 1916, admissions to the Normal Schools from each county shall be in proportion to the number of representatives in the Legislature, and that if any county does not avail itself of the quota to which it is thus entitled, then the number of admissions to which such county is entitled but does not use shall be divided among the other counties in proportion to representation in the Legislature; and that the counties now having an excess apportionment in the State Normal Schools shall not be allowed a further apportionment of students until that excess is reduced to its normal apportionment, unless there are no applications from other counties.

*Resolved*, That in case a county has more applicants than the Normal Schools can receive, a number shall be allotted

to each approved High School in that county in proportion to its relative enrollment; and be it further

*Resolved*, That in case the applicants from a High School are in excess of the number that can be received, they shall be accepted in the order of their standing in scholarship in that High School.

### ENTRANCE QUALIFICATIONS

Graduates of High Schools or Academies on the "Approved List" and holders of First Grade County Teachers' Certificates or of Permanent Elementary or Secondary Certificates are admitted to the Normal School without examination, provided they are residents of New Jersey, sixteen years of age, and can present certificates of health and good moral character.

Candidates who elect the Kindergarten Primary course must satisfy the supervisor of that department of their ability to play the piano and to sing sufficiently for the conduct of a Kindergarten. Applicants who cannot qualify in music are rejected.

College graduates may be admitted to a five-month course especially arranged.

Persons desiring to be admitted by examination must submit evidence of having completed the subjects which are equivalent to a four-year high school course. If the evidence is satisfactory, examinations on these subjects will be given.

*Health*.—All candidates must present certificates from physicians stating that they are in good health and free from all physical defects that unfit them for teaching.

The Committee on Normal Schools has voted that all candidates for admission shall be examined by a woman physician selected by the school to determine whether they are free from any disease or infirmity which would unfit them for

teaching; and that any student may be examined by this physician at any time in her course to determine whether her physical condition warrants her continuance in the school.

The State Board of Education requires that all students in the Normal Schools take physical training instruction, and that those who are not physically qualified to take the prescribed physical training course, cannot be admitted under the law.

*Character.*—All candidates must present testimonials of good moral character.

All applications for the mid-year term must be made in writing by January 1st, and for the fall term by June 1st, preceding the admission date.

## EXPENSES

No charge is made to students for textbooks. Each student must provide herself with a complete gymnasium outfit, consisting of dark blue bloomers, blouse and gymnasium shoes.

A wholesome, substantial lunch is served at noon in the large dining-rooms at a minimum cost.

## High School Preparation for Entrance to the State Normal School at Newark, New Jersey

A graduate of any four-year course of an approved high school, or an approved private or secondary school is admitted without examination. It is recommended, however, that the following subjects be pursued in preparation for entrance to the Normal School: plane geometry, algebra, botany, English and European history, drawing, music, and college entrance requirements in English. It is advised that students review, while in high school, arithmetic, geography, United States history and English grammar. Students who are defi-

cient in spelling or in the mechanics of written English will be dropped from the school.

*Suggested preparation in Music.*—Ability to read at sight, with syllables, melodies containing simple skips based on the tonic chord in any major key, in two or three part measures.

Ability to recognize and match tones sung to neutral syllables.

*Suggested preparation in Drawing.*—Perspective, the science of picture representation; color, the science of harmony; design, the science of arrangement.

#### Conditions of Failure

Students failing in both the term's work and the test work in a subject must make up said subject the following term.

Teachers will read reports to students at the close of each term. Parents will be notified of the unsatisfactory work of pupils. Inquiries of parents concerning the work of pupils will be answered on request. Students should consult their teachers from time to time about their work. There should be no hesitancy about this matter.

No student who has failed in either of the other two State Normal Schools of New Jersey will be admitted.

#### Approved Public High Schools

Asbury Park,	Bloomfield,
Atlantic City,	Boonton,
Atlantic Highlands,	Bordentown,
Barnegat,	Bound Brook,
Bayonne,	Bridgeton,
Belleville,	Burlington,
Belvidere,	Butler,
Bernardsville,	Caldwell,
Blairstown,	Camden,

Cape May,  
Cape May C. H.,  
Chatham,  
Clayton,  
Clifton,  
Cliffside Park,  
Clinton,  
Closter,  
Collingswood,  
Cranford,  
Dover,  
Dumont,  
East Orange,  
East Rutherford,  
Elizabeth,  
Elmer,  
Englewood,  
Flemington,  
Fort Lee,  
Freehold,  
Glassboro,  
Glen Ridge,  
Gloucester City,  
Hackensack,  
Hackettstown,  
Haddonfield,  
Haddon Heights,  
Hamburg,  
Hampton,  
Hammonton,  
Hanover Township,  
Harrison,  
Hasbrouck Heights,  
High Bridge,  
Hightstown,  
Hoboken,  
Hohokus,  
Hopewell,  
Irvington,  
Jamesburg,  
Jersey City,  
Kearny,  
Keyport,  
Lakewood,  
Lambertville,  
Leonardo,  
Leonia,  
Linden,  
Long Branch,  
Madison,  
Manasquan,  
Matawan,  
Metuchen,  
Middletown Township,  
Millburn Township,  
Millville  
Montclair,  
Moorestown,  
Morristown,  
Mount Holly,  
Netcong,  
Newark (Barringer,  
Central, East Side,  
South Side),  
New Brunswick,  
Newton,  
North Plainfield,  
Nutley,  
Ocean City,  
Ocean Grove  
Orange,  
Palmyra,

Park Ridge,	Somerville,
Passaic,	South Amboy,
Paterson,	South Orange,
Paulsboro,	South River,
Pemberton,	Succasunna,
Penn's Grove,	Summit,
Perth Amboy,	Sussex,
Phillipsburg,	Toms River,
Plainfield,	Town of Union,
Pleasantville,	Trenton,
Point Pleasant,	Tuckahoe,
Port Norris,	Tuckerton,
Princeton,	Verona,
Rahway,	Vineland,
Ramsey,	Washington,
Red Bank,	Westfield,
Ridgefield Park,	West Hoboken,
Ridgewood,	West Orange,
Rockaway,	Westwood,
Roselle,	Whippany,
Roselle Park,	Wildwood,
Roxbury Township,	Woodbine,
Rutherford,	Woodbridge,
Salem,	Woodbury,
Shiloh,	Woodstown,

#### Approved Private Secondary Schools

Beard's School for Girls, Orange,  
Benedictine Academy, Elizabeth,  
Blair Academy, Blairstown,  
Bloomfield Theological Seminary,  
Bordentown Military Institute,  
Carlton Academy, Summit,  
Carteret Academy, Orange,

Centenary Collegiate Institute, Hackettstown,  
College of Mt. St. Mary, Plainfield,  
Collegiate Institute, Paterson,  
Dearborn-Morgan School, Orange,  
Friends' Academy, Moorestown,  
Hoboken Academy,  
Holy Angels Academy, Ft. Lee,  
Hoover School, Paterson,  
Kent Place School for Girls, Summit,  
Kingsley School for Boys, Essex Fells,  
Lawrenceville School,  
Miss Craven's School, Newark,  
Montclair Military Academy,  
Morristown School,  
Mt. St. Dominick Academy, Caldwell,  
Newark Academy,  
New Jersey Military Academy, Freehold,  
Newman School, Hackensack,  
Peddie Institute, Hightstown,  
Pennington Seminary,  
Pingry School, Elizabeth,  
Princeton Preparatory School,  
Rutgers Preparatory School,  
Sacred Heart Academy, Hoboken,  
Sacred Heart Academy, Trenton,  
St. Aloysius Academy, Jersey City,  
St. Benedict's College, Newark,  
St. Dominic Academy, Jersey City,  
St. Elizabeth's Preparatory School, Convent,  
St. Elizabeth's College, Convent,  
St. John's Parochial School, Paterson,  
St. John's, Boonton,  
St. Mary's High School, South Amboy,  
St. Mary's High School, Trenton,  
St. Michael's Parochial School, West Hoboken,  
St. Patrick's High School, Elizabeth,

St. Peter's High School, Jersey City,  
St. Peter's School, New Brunswick,  
St. Philip and St. James, Philipsburg,  
St. Vincent's Academy, Newark,  
Seton Hall College, South Orange,  
Star of the Sea Academy, Long Branch,  
Upsala College, Kenilworth,  
Vail-Dean School, Elizabeth,  
Wenonah Military Institute,  
Zarepath Academy, Bound Brook.

## COURSE OF INSTRUCTION

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The purpose of the school is to prepare students to teach in the elementary and kindergarten grades of the public schools of the State of New Jersey, and no special students are admitted.

At the present time there are two courses to be pursued by the students, the General Course and the Kindergarten Primary Course. Graduates of the General Course receive certificates entitling them to teach in any elementary grade. Graduates in the Kindergarten-Primary Course are given certificates good in the kindergarten and first four primary grades. The certificates of the New Jersey State Normal School are endorsable in most other States without examination.

## UNIFORM TIME PERIODS

One of the important measures accomplished during the past year was the amount of time that should be spent on each subject to be taught in the Normal Schools. This was brought about through the initiative of the Hon. M. A.

Rice, President of the State Board of Education, who held conferences with the three Normal School principals, and as a result the following schedule was agreed upon and adopted by the State Board of Education:

160	periods	of	Physical	Training.
60	"	"	Hygiene.	
240	"	"	English.	
120	"	"	Music.	
120	"	"	Arithmetic.	
120	"	"	History and Civics.	
120	"	"	Geography.	
140	"	"	Psychology.	
30	"	"	History of Education.	
80	"	"	Manual Training.	
40	"	"	Penmanship.	
160	"	"	Science.	
100	"	"	Drawing.	
80	"	"	Principles of Teaching.	

Sewing, Cooking and Library Work will be Special Subjects.

240 periods of English includes Spelling, Story-Telling, Reading Methods, Literature and Public Speaking.

The number of periods for the Junior B Class will be 27; Junior A, 27; Senior B, 26; Senior A, 26.

### SYNOPSIS OF THE COURSE OF STUDIES

#### JUNIOR B (TWENTY WEEKS).

##### *General Course.*

Psychology, . . . . .	3	periods	per	week
English, . . . . .	3	"	"	"
Biology, . . . . .	3	"	"	"
Arithmetic, . . . . .	4	"	"	"

Industrial Art, . . . . .	2	"	"	"
Art, . . . . .	2	"	"	"
Geography, . . . . .	4	"	"	"
Physical Education, . . . . .	2	"	"	"
Penmanship, . . . . .	1	"	"	"
Music, . . . . .	2	"	"	"
Library, . . . . .	1	"	"	"
		<hr/>		
	27	"	"	"

## JUNIOR A (TWENTY WEEKS).

*General Course*

Psychology, . . . . .	3	periods per week		
Literature, . . . . .	3	"	"	"
Applied Science and Agriculture, . . .	3	"	"	"
Sewing or Bookbinding, . . . . .	2	"	"	"
Music, . . . . .	2	"	"	"
Physical Education, . . . . .	2	"	"	"
Grade Problems in Art, . . . . .	1	"	"	"
Physiology, . . . . .	1	"	"	"
History and Civics, . . . . .	4	"	"	"
Penmanship, . . . . .	1	"	"	"
Public Speaking, . . . . .	2	"	"	"
Reading Methods, . . . . .	3	"	"	"
		<hr/>		
	27	"	"	"

## SENIOR B (TEN WEEKS OF THEORY).

Reading Methods, . . . . .	3	periods per week		
Physical Education, . . . . .	2	"	"	"
History of Education, . . . . .	4	"	"	"
Geography Methods, . . . . .	4	"	"	"
Story-Telling, . . . . .	2	"	"	"

Music, . . . . .	2	"	"	"
History Methods, . . . . .	3	"	"	"
Arithmetic Methods, . . . . .	3	"	"	"
Woodwork, . . . . .	2	"	"	"
Sewing Methods, . . . . .	2	"	"	"
	27	"	"	"

### SENIOR B (TEN WEEKS' OBSERVATION AND TEACHING).

The ten weeks of work in observation and teaching include one course called Observation, five periods a week for ten weeks, and one parallel course called Teaching, five periods a week for ten weeks. Each day these courses are directly preparatory for the work of the remaining part of the day when the students are observing and teaching at the Webster Training School.

### SENIOR A (TEN WEEKS OF THEORY).

School Management, . . . . .	3	periods per week		
History of Education, . . . . .	4	"	"	"
Physical Education, . . . . .	2	"	"	"
Dramatic Art and Public Speaking, . . . . .	3	"	"	"
School Hygiene, . . . . .	4	"	"	"
Science Methods, . . . . .	2	"	"	"
Psychology, . . . . .	2	"	"	"
Penmanship, . . . . .	1	"	"	"
Cooking, . . . . .	2	"	"	"
Music, . . . . .	2	"	"	"
	25	"	"	"



DEMONSTRATION EXERCISE



SENIOR A (TEN WEEKS OF PRACTICE IN VARIOUS CENTERS  
THROUGHOUT THE STATE).

## PSYCHOLOGY

(Three periods per week, forty weeks.)

## COURSE I.

The purpose of the course is gradually to secure the orientation of the student from the biological, physiological, psychological and sociological points of view through observation, experiment, lecture, report and discussion on the following topics:

- I. Introductory—Study of Habit Formation.
- II. Description of the Nervous System:
  - (1) Structural and Functional Organization:
    1. Peripheral and Central.
    2. Brain Localization:
      - (1) Relation to Mental Phenomena: Reaction-time, Memory, Association, Fatigue, Aphasia.
      - (2) Relation to certain educational problems: Method of teaching a language, left-handed writing, teaching to read, etc.
    3. Pathology:  
Congenital, Developmental, Traumatic Methods of Development.
  - III. Study of the Senses:
    - (I) Stimuli, (II) End Organs, (III) Characteristics of Sensation, (IV) Values: Cognitive and Æsthetic, (V) Application:
      1. To Methods of Learning, 2. Methods of Teaching, 3. Forms of Teaching.

## IV. Education of the Central Nervous System.

## (I) Relation to

1. Growth and Development.
2. Complexity of Structure and Function.
3. Significance of the Lengthening Period of Infancy.
4. Factors of Evolution.
5. Requirements of Life.

## COURSE II.

This course is designated to give the student an introduction to the methods, the fundamental facts and principles of psychology and their relation to the development of an Economy and Hygiene of Learning. Standard experiments in Memory, Practice, Association and Thinking are performed and statistics collected and interpreted.

Especial attention is given to the formation of general psychological principles underlying the science of education and the results of their application to concrete cases. Applications are not confined to the classrooms, but extend to the entire range of human interest.

I. Consciousness, Attention, Sensation, Perception, Memory, Imagination, Association, Conception, Judgment, Reasoning, Instinct, Emotion, Volition.

II. The Self, Play, Imitation, Interest.

## COURSE III.

The Child: Principles of Development.

## PRINCIPLES AND HISTORY OF EDUCATION

(Three periods a week for ten weeks.)

From present-day educational problems, such are selected as are typical and at the same time best suited to the needs of teachers of elementary classes. These problems are then studied in relation to:

1. Teaching.
2. Principles underlying teaching and derived from
  - (a) Biology.
  - (b) Physiology.
  - (c) Psychology.
  - (d) Sociology.
3. History of Education.

The self-activity of the child is made the test of the kind and of the extent of education at any given time.

The aim of education, which points the direction child activity should take, is stated in the following terms:

1. Complete Living (Spencer).
2. Unity with God (Froebel).
3. Perfection (Plato).
4. Character (Herbart).
5. Rational Living (Gordy).
6. Citizenship (Horace Mann).
7. Habit (James).

Etc.

The agencies in society outside of the school (home, vocation, state, and church) are considered in relation to the life of the child.

For the historical interpretation of the selected educational problems the following are used:

1. World history divided into four periods of social growth:
  - (a) Primitive.
  - (b) Barbarian.
  - (c) Civic.
  - (d) Human.
2. History of Education of the United States with European background.
3. History of Education of New Jersey.

Method followed: Lectures, discussions, reports, reading, pictures, use of museums, observation of learning within and outside of schools, etc.

## BIBLIOGRAPHY

Source material from Rousseau, Pestalozzi, Froebel, Spencer, Dewey, etc.

Monroe, History of Education.

Monroe, Cyclopedie of Education.

Encyclopaedia Britannica, and other general encyclopedias.

Cubberley's Public Education in the United States.

United States Reports on Education.

New Jersey and other State and local reports on education.

Reports of the National Educational Association.

Reader's Guide of Periodical Literature.

Monroe, Bibliography of Education.

Patterson, American Educational Directory.

Myers, General History.

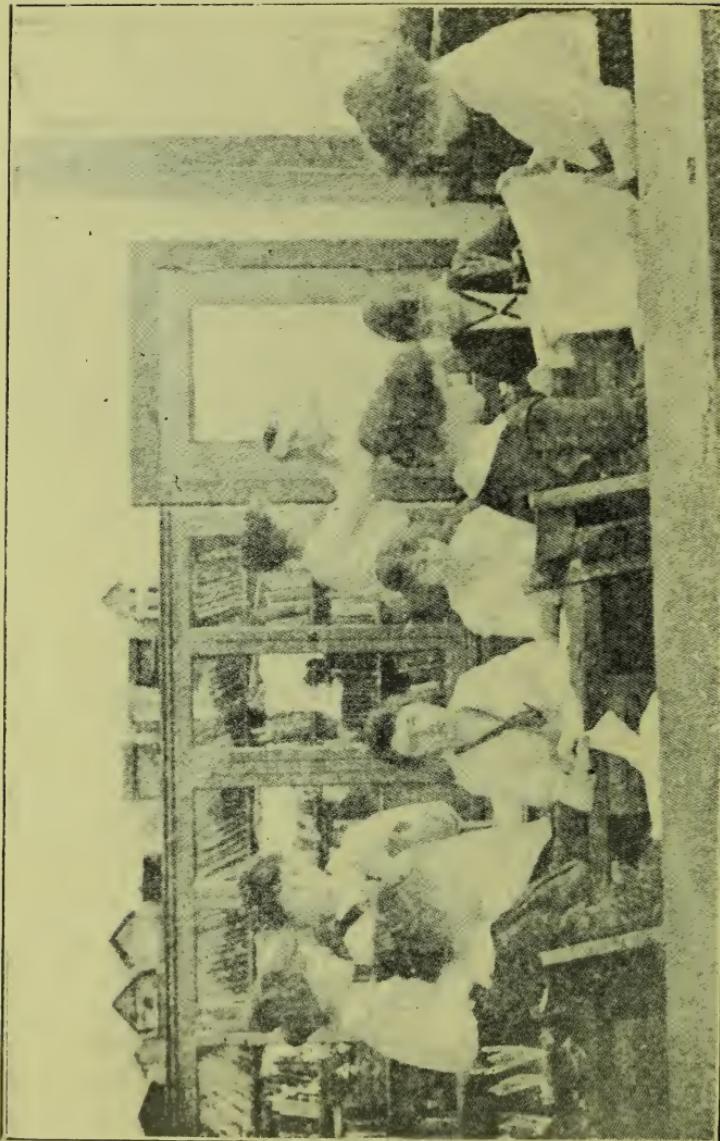
## EDUCATION

## SCHOOL MANAGEMENT

The following brief course covers a few of the most important topics usually included in the subject of School Management. Each of the topics is presented to the class in problem form. The interests and needs of the students in various classes will become the basis for determining the manner in which the problems are to be stated and the relative value of the different phases of each. Since this course co-ordinates with training and practice, the students are expected to show discrimination in deciding upon values and also to be able to discuss, question and verify statements or reports made during recitation periods.

The texts used are: Bennett's School Efficiency, Strayer and Englehart's The Teacher in the Classroom. Colgrove, The Teacher and the School. Other subject matter is gained from standard references and observation. School surveys are used continually.





FIRST AID

The following topics will suggest the problem of the course:

- I. The School and the Community.
  - A. The school as a social center.
  - B. The school as an educational center.
  - C. The teacher as a co-worker with parents.
- II. The School Curriculum (State Monographs.)
  - A. Values of courses of study.
  - B. Practice in making daily, weekly and term plans following a course of study.
- III. Classification and Gradation of Pupils.
  - A. The demand for flexible system.
  - B. Systems in common use.
  - C. The necessity for special classes.
- IV. The School Program (State Monographs.)
  - A. Principles which govern the making of a school program.
  - B. Practice in making programs for rural and graded schools.
- V. New Jersey School Law.
- VI. School Discipline.
  - A. Class organization as means of control.
  - B. Subject matter and method as means of control.
  - C. Sympathy and the spirit of co-operation as means of control.
  - D. Proper use of authority as means of control.
- VII. Measuring the Quality of Instruction.
  - A. Common scales and tests discussed and applied.
  - B. Supervision in relation to results of instruction.
- VIII. School Records and Attendance.
  - A. Discussion of record systems in common use.
  - B. Practice in keeping a common school register.
  - C. Methods of dealing with matters of attendance.
  - D. School laws governing records and attendance.

## IX. The Teacher's Means of Self-Improvement.

- A. Professional reading.
- B. Extension and summer courses.
- C. Lectures, conferences and round tables.

## SCHOOL HYGIENE

The aim of the Course in School Hygiene is the conservation of the child's resources, intellectual, physical and moral—the leading toward a "trained intelligence, controlled by high moral ideals and made safe and sane through vigorous physical powers."

Emphasis is laid on training for *practical efficiency in the classroom backed by sound scientific principles*. The Seniors bring to this work a keen appreciation of school conditions. The daily problem in hygiene, the city problem, the country problem, all furnish the practical test by which the students measure their ability to use their knowledge of the fundamental principles underlying this science.

## Environment of the Child.

Schoolroom lighting, heating, ventilation, furniture, apparatus, room material.

## The Child's Reaction to His Environment.

Positions of school children, physical defects, oral hygiene, eye strain, hearing, contagious diseases, medical inspection.

## The Hygiene of Instruction.

School programs, tests, fatigue, function of play, special schools, constructive mental and moral hygiene, use of State monographs.

An especially important part of the work is the Course in First Aid to the Injured. This is taken up in accord with the lines laid down by the National Society, but it is especially adapted to the needs of schoolroom and playground. It is rare to find a teacher in the ordinary grade school who is a graduate of First Aid. The Newark State Normal School

is attempting to equip the young teacher in this line. First aid in accidents, emergency measures and practical lessons in bandging are covered by this course.

## PHYSIOLOGY

The short course in Physiology in the Junior Year is intended to put the student in touch with the great movements of the day leading to health and efficiency. "Learning to Live Right" is the text of the course. It is felt that the teacher of to-day should concern himself not only with the teaching of Physiology and Hygiene, he must keep himself informed of what is being accomplished by those societies that are working out the problem of safe and sane living. The schoolroom must reflect the results of such contact. The children must be trained for citizenship hygiene as well as personal hygiene. Topics such as the following suggest the line of work we are attempting to do with the prospective teacher:

What a Citizen Should Know of Physiology and Hygiene.

Municipal Sanitation.

Preventive Personal Hygiene. (How to Keep Well.)

Mental Hygiene.

Contagious Diseases.

Heredity.

Safety First.

Stimulants and Narcotics.

Emergency Measures.

Scope of the work of societies, such as The American Health Association, National Association for Mental Hygiene, New Jersey Dental Society (Oral Hygiene), United States Public Health Service, Monographs of the New Jersey Department of Public Instruction.

This course serves as preliminary to the study of School Hygiene in the Senior Year.

## NATURE STUDY

## PREPARATION.

The course in Nature Study presupposes a thorough preparation on the part of students in the elements of the sciences taught in high schools. Students unprepared in high school science find difficulty in taking up the advanced work of the Normal School. The course is in no way designed to review the science work of the high school but, taking the high school work as a basis, it goes farther and plans professional training for students familiar with preparatory high school science. It is advised that high school students know at least the elements of physiology, zoology, botany, physics and chemistry.

## COURSE.

The Nature Study course as planned takes the sciences already studied and selects from them subjects directly bearing upon the student's individual growth in power of observation, recognition of common objects within his own environment, power to interpret simple phenomena occurring around him and training in reasoning and appreciation of the place of science in his life. Emphasis is laid upon the subjects directly bearing upon the practical life of the citizen; studies which place him in control of his physical environment, giving him the power to become an intelligent force, adjusting himself to, or controlling, as the case may be, the great forces of Nature. The common problems of everyday life furnish abundant opportunity for good practical training.

## CLASSROOM PRESENTATION.

Using the above work as a basis, the students are given training in the selection of topics for presentation in the classroom. This is not limited to city schools, but courses of study are planned for schools of various characters. The range of grades is also considered. The individual

lesson, a series, a course, a year's program, etc., furnish topics for study. Demonstration lessons with the children furnish opportunity for measuring one's self by the standard of classroom experience.

#### BIOLOGICAL LABORATORY.

As the course in Nature Study lays especial emphasis upon the living organism, the biological laboratory is equipped with the growing plants, the living animals and the various devices for housing them. It is here that the individual student, in addition to her class work, may examine the sets of material especially designed for grade work to allow each child a specimen, the "Schoolroom plant" window, the various salt and fresh-water aquaria, the screened pool for insect metamorphosis, the living rabbit, canary or other home pet.

Each student is required to select a problem for original work, provide individual specimens for a class of children and work out the method of presentation. These specimens and plans are the student's own property and constitute the nucleus of a working equipment so that when she enters public school work she will not go empty-handed. The biological laboratory is her workshop, where she may gain inspiration and opportunity to measure her ability for independent work.

#### CLASSROOM EQUIPMENT.

It has been found necessary to instruct prospective teachers along the line of the equipment necessary for the teaching of Nature Study. The keeping of aquaria, selection and care of plants for the schoolroom, animal shelters, class sets of specimens, housing of illustrative material, standard mounts of pictures, home-made apparatus, etc., form topics for study. For students who desire it, instruction is given in the use of the camera for illustrative work, the manipulation of the microscope, lantern and other apparatus calculated to enrich the school work.

## SOURCE WORK.

Need has been shown for teachers to be informed as to sources where material may be obtained. Most of the Nature Study in schools fail for lack of this essential. Excursions are taken to places in the vicinity where specimens may be obtained. In addition, the vicinity of Newark and New York is mapped out with a view to sources of material for future lessons. The State of New Jersey and what it affords in this line to the Nature Study teacher is also mapped out. Localities are given where classes of children may be taken to the best advantage together with methods for conducting such excursions. While primarily greater emphasis is laid on the obtaining by students of first-hand information from the study of scientific material itself, yet a short course is given on the subject of literary sources for teachers of Nature Study. The best books for a Nature Study Library, the best scientific magazines of popular interest, city, State and National publications, etc., are studied as to their availability to the Science teacher.

The Nature Study course covers twenty weeks of work, three periods a week.

## AGRICULTURE

The subject of Agriculture is made as practical as possible. Since the problems in the country community are somewhat different than the problems found in the city life, the course is made very broad, so as to meet practical conditions. Throughout the course emphasis is placed on that part of arithmetic, language work and reading which will correlate with the work in agriculture. The students are to make this a practical part of the work in rural communities where a school garden is possible, and also where home gardens are conducted. Such problems as cost of fencing the school garden, and the amount of land in square

feet, square rods and acres in the garden, are solved. A small bank is established at the school, where the pupils may learn something about notes and checks, also business correspondence. Letters are written to the Department of Agriculture and to different firms for seed catalogues, fertilizers and farm implements.

The outline of the course is as follows:

Soil, formation, kind.

Soil water, irrigation, drainage, soil air.

Life in the soil.

Material used in fertilizers.

Methods of working the soil.

Home gardens.

School gardens. Friendly insect and animal life.

Mathematics connected with the measuring of the plots.

Cultivation.

Vegetables, injury done by insects; manner and ways of preventing insect pests. Disease found on vegetables.

Fruit, treated the same as vegetables.

Manner of shipping fruits and vegetables to market.

Bill of lading, receipts.

Cost of production, profits.

*Grain*: Corn, wheat, oats.

*Cotton*: Cotton seed and its use, other by-products of the cotton plant.

*Animals*: The relation of the animal to profit. Comfort of animals, horse.

*Cattle*: Care of milk, Babcock test, beef, disease among cattle, sheep, swine.

*Poultry*: Value of poultry to farm life, eggs.

*Trees*: Orchard, setting of trees, spraying of the orchards, pruning, grafting. Shade trees, forests, general relation of tree to agricultural interests. A study of the enemies and friends of trees among insect, animal and bird life.

Commercial uses of trees.

## GENERAL SCIENCE

This course is designed to give teachers a knowledge of facts intimately related to everyday life. Whatever functions in the life of the student or teacher from the utilitarian or aesthetic standpoint, is chosen for our work.

Many of the natural physical conditions which affect our lives are discussed. The weather predictions, by means of a series of charts, obtained from the Weather Bureau, at Washington, form an important part of our work. Aiding us in this work, we have the barometer reading and the weather flags.

Such topics as "Relation of Evaporation to Life," "Atmospheric Pressure," "Ventilation," "Radiation," "Conduction," "Convection," "Expansion," "Oxidation," "Foods," "Water" and "Disease," will be discussed in their relation to the effect upon the child's life.

Students are requested to bring in observations, based upon the principles and theories discussed in the classroom.

## ARITHMETIC

The course in arithmetic covers work in two half-years, four periods per week in the Junior B class, and four periods per week during half of the Senior B term.

**I. Review of the arithmetic of the elementary school.**

Several weeks at the beginning of the term, and portions of each period for the rest of the course, are devoted to a review of arithmetic. This includes, first, the analysis and solution of problems of all the types used in the elementary school; and, secondly, extended drill in computation.

**II. The teaching of arithmetic.**

The review in arithmetic is accompanied at every step with the making of problems by the student, problems conforming to given types or requiring the use of given operations with abstract numbers. Facility in the formulation

of concrete problems from given data is regarded both as essential to the teacher's equipment and as a test of her own grasp of the subject.

Attention is paid to the requirement that arithmetic be made to function in the life of the child. To this end, and in order to provide for the study sufficient motive to make arithmetic a live issue to the child himself, problems are based upon materials and quantities found in the child's experiences at home and on the playground and in school, as well as in the larger industrial and social life for participation in which the school is preparing him. Correlation with the departments of Science, Industrial Arts and Geography is provided for.

Oral arithmetic, in the solution of simple problems of all types, is regarded as of great importance. The simple problem is made to precede the more elaborate work which requires written computation. The habit of estimating results before exact computation is encouraged.

The methods of primary arithmetic, required in the child's gaining the number concept, learning the number combinations, and becoming familiar with the fundamental processes, are the subject of study in the latter part of the Junior B term.

Facility in conducting the drill lesson is secured as the means for developing accuracy and speed in computation. Due emphasis is put upon the use of economical forms of arrangement in computation.

The idea and principles of sequence are developed from the normal student's own experience in the elementary school. The course of study recently issued by the State Department of Public Instruction and contained in the monograph entitled "The Teaching of Elementary Arithmetic," is used as the basis for the consideration of the contents of the course of study. Some familiarity with the specifications for the various grades is required. Comparison is made with several other courses of study.

The application of psychology to the learning and teaching of arithmetic is noted, together with those mental differences in children which account for difference in mathematical ability.

## GEOGRAPHY

This course embraces in the first half-year a general study and review of the world. Methods of preparing and presenting subject-matter are practiced in the Senior year.

The human side of geography is given greatest importance. Geography is defined as a study of the earth's surface, the people who live upon it, and *life* as affected by its environment.

The causal relation idea is emphasized in the study of each country. Location, topography, climate, winds and currents, soil and mineral deposits, and human controls are studied in the beginning. The response to a control, or influence, is then watched for and expected in studying the topics generally used in developing sections. No topic is studied without reason for its importance, or lack of importance, due to some influence. Reasons for the location and growth of cities and industries are taken up in this way.

The socialized recitation is employed. Discussion and explanation of any part of the recitation are invited and encouraged.

Pupils are urged to read newspapers and magazines, and are commended and credited for current events and illustrative material brought into class.

Maps of the world, the United States, and the country studied are always in view during the development lesson.

Several forms of recitation are used, viz.: Topical outline, problem, journey, debate.

Each pupil is required to pass 88 per cent. on a prescribed "What and Where" test.

Some form of laboratory work, and industry, an imaginary trip, or a product map is assigned each pupil.

Pupils are notified in their Junior B term that fifty cards of pictures and ten pieces of teaching material will be required in Senior B term.

Brigham and McFarlane, Tarr and McMurry, Smith, and Sutherland are the texts used in class.

### BUSINESS PRACTICE

Ten lectures are given the members of the Senior A classes on subjects pertaining to the business life of the teacher. The principal features of each of the following topics are discussed: classes of mail matter, addressing mail, enclosures; telephone and telegraph rates, messages, uses and etiquette; letters of application; letters ordering goods and ways of remitting payment; banking practice including deposits, writing checks, indorsements, and reconciling the check book; laws of negotiable instruments; essentials of contracts, sales, insurance and property rights; filing.

### METHOD IN HISTORY AND CIVICS

The course in the Method of Teaching History and Civics is strictly professional, not academic. Students are therefore expected to have studied American and European history in high school. The instruction in this course aims to meet the requirement of the State Monograph, that history and civics, as social science, shall be taught from the second grade through the eighth grade.

The Junior A course covers the sixth, seventh and eighth grades of work, as follows:

#### I. Sixth grade.

- (A) Survey of field of European history to be covered, including aims, subject matter, materials, etc.
- (B) Framing brief courses of study suitable for sixth grades.
- (C) Observation of sixth-grade lessons and lesson planning by students.

## II. Seventh grade.

- (A) Survey of field.
- (B) Training in selection and elimination of subject matter.
- (C) Advantages and disadvantages of various types of teaching. (See S. M., pages 149-157, inclusive.)
- (D) Reading from Johnson "Teaching of History."  
McMurry "Special Method in History."  
Wayland "How to Teach American History."  
Mace "Method in History."
- (E) Observation and lesson planning with criticism of lesson plans in S. M., pages 202-206.

## III. Eighth grade.

The outlines followed are similar to those followed for seventh grade.

## SENIOR B:

- I. Intensive study of New Jersey as an eighth-grade problem.
- II. (A) Consideration of primary (second, third and fourth grades) problems required by the State Monograph.  
(B) Text "Socializing the Child," Sarah Dynes.

- III. Study of the teaching of biography for the fifth grade.

- IV. Observation and teaching.

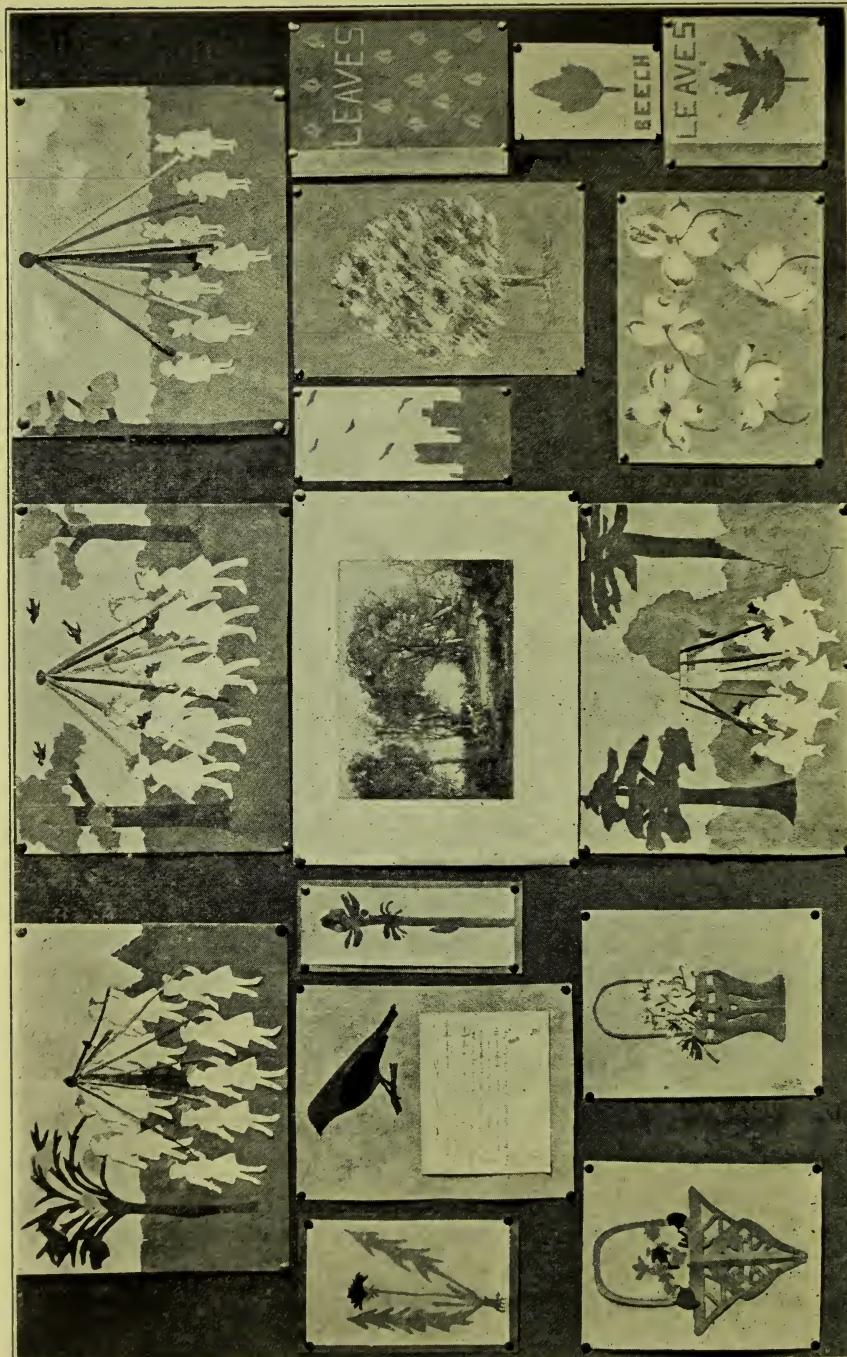
- V. Summary of the course.

## SENIOR A: Civics and government.

## CIVICS

The special aim in teaching civics is to help the pupil realize himself as a member of each political group that does work for him. It should help him to realize as concretely and vividly as possible:





PICTURE STUDY AND RELATED PRIMARY LESSONS. "THE SPIRIT OF MAY." "THE MORNING DANCE." COROT. ART DEPARTMENT

1. What the most important things are that are done for its members by each group.
2. That there is a division of labor among groups of town, city, State, Nation, each, in the main, doing the work that is needed by its own members.
3. The general way which the members of each group do their work.
4. That there should be a reciprocal exchange, honest service for honest support between members of each group—"the public" and the smaller number of members, "the office holders" who are the chosen ones to have special charge of the work of the group.
5. The course deals with the simple problems of home; the neighborhood; town and city; the nation; American ideals, the United States and the world, and the world family.

### ART DEPARTMENTS

#### APPLIED - ART: Theory, principle and practice.

*Purpose:* The teaching of art principles combined with the fundamental processes of handicraft and home economics; a correlation of art methods with the teaching of academic subjects, and the development for appreciation of beauty in each of life's activities. A drill in chalk handling and blackboard sketching, which aims to fit the teacher to use the crayon simply and easily for the illustrating of essential facts when teaching geography, history, nature, etc.

*Motto:* "School life, not an imitation of life, but a part of life itself."

#### JUNIOR B (40 PERIODS).

*Color.*—A review of the theory of color and color harmony to establish a knowledge for intelligent use in illustration and decoration. Plans executed to illustrate the theory and to file for practical reference.

*Design*.—A study of its limitations; its power in composition (the orderly arrangement of line, mass and color); the pleasure in the development of good taste and judgment to the realization that the æsthetic should enter into all of our activities, and be a part of all articles of use. Problems are required applying the principles of space-division and decoration to practical classroom activities in sewing, industrial handicraft, arrangement of written sheets, mounting of exhibits, etc.

*Perspective*.—Studied as a science of expressing things as we see them. A study of various modes of expression and the best medium for securing satisfactory results in outline, silhouette, modeled or flat interpretation.

Problems in review require a drawing of all such objects of nature and still life, which are governed by pictorial principles, and relate directly to child life and work at home, at school and abroad.

Notebook and portfolio reference material is compiled for each topic of the course, to be used in Senior practice.

#### JUNIOR A (40 PERIODS).

The aim of the work is to learn to adjust theory principle and practice in art, to the environment of the child and wholly within his ability; to study methods which will teach the child to live, appreciating the beauty about him, and his power to make beautiful things.

- (a) Discussions: "Methods for relating art principles to the needs of the various grades." "Methods for classifying subject matter according to the age and ability of the normal child." "Methods for the expression in various media, and their value in practice."
- (b) Plans outlined for presentation of material and the organization of practice work. (The grade, nationality, home and school life of the child is considered.)
- (c) A series of lessons in method and practice of blackboard sketching.





MANUAL TRAINING ROOM

- (d) Picture study for primary analysis, use in lesson illustration, and for their relation to classroom decoration.
- (e) Designs are prepared to decorate the models to be constructed from textile or wood by the senior students.

Notebook and portfolio reference material required, and a use of good art principles in the practice of all departments.

#### INDUSTRIAL ART

*Motto:* "Not the thing made, but the power to do something."

#### JUNIOR B (40 PERIODS).

The course is a study of artistic factors in selection and combining of all materials. A wide appreciation is gained through the practice in many phases of craft work.

Elementary students learn the possibilities for use of cord, reed, pine, raffia, grasses, paper, cardboard, wood, clay, and any available home materials.

The course is planned to correlate with history, geography, nature study, language and literature, and to cover such topics as: "Home life and homes of other lands"; "Primitive and modern implements of work and play"; "Neighborhood occupations and study of pioneer life"; "Transportation"; "Bird and animal life"; "National and State holidays"; "Seasons of the year."

#### EDUCATIVE SEATWORK

#### JUNIOR A (40 PERIODS).

The aim of this course is to bring to the attention of the student one of the greatest problems of the Primary teacher—that of employing the child's time profitably when not in recitation.

This period is considered as silent recitation or preparation for recitation, no matter in what form the response is made. All problems are correlated with reading, num-

ber work, geography, history, science, etc., as they are taught in the various grades. The students bring to class seatwork problems they have seen used in classrooms, and these after discussion are rated as to their educative value to the child.

A record is kept by every student of the best problems, so that upon entering a classroom no time or effort will be lost in starting the work of the term.

Special attention is paid to the rural school, where the need for educative seatwork is one of the teacher's greatest problems.

## MANUAL TRAINING

*Manual Training.*—A study of the wood-working industry and its elements; a carrying of problems into as many phases of the elementary school life as are practical.

A relationship of each problem to the industry is established through various lines of investigation. The cost of materials is studied through estimating the value of the project.

### JUNIOR A (20 PERIODS).

*Mechanical Drawing.*—A course in elementary mechanical drawing is given to all Junior A students. The use of the drawing board, T square, triangles, scale, compasses, etc., is taught and students must acquire the ability to make simple working drawings of two and three views. The history of mechanical drawing; its place in the whole field of representation and how it functions in the industrial world is studied.

*Bookbinding.*—Problems in the making of folders, boxes, pamphlets, loose-leaf notebook covers, portfolios and bound books are given. These problems are suited to elementary grades and students are given instruction,

not only for making them, but for teaching such problems in the classroom.

*Woodwork*.—Students are required to make one small model in wood, embracing the use of the common bench tools, and requiring the application of a design.

#### SENIOR B (30 PERIODS).

*Woodwork*.—This course in elementary tool work begins with the first tool operations and deals with simple problems in wood construction. Through it the relation of the grade teacher to the formal manual training of all elementary grades is emphasized. The application of design to woodwork is studied. Designs in cut paper and enamel paints are given. Students acquire a knowledge of the uses of many design mediums in the manual training field.

*Basketry*.—Simple reed baskets are made with wood bottoms and bead decorations, and information as to staining is given.

#### SENIOR A (10 PERIODS).

*Theory*.—A study of the aims and purposes of the industrial arts is here given. The difference between manual training and vocational training; the relation of formal shopwork to the academic subjects; methods of correlating arithmetic, history, language, geography and other academic studies with the shop, and the reasons why the industrial arts touch every phase of human life and every department of human activity, are some of the topics discussed in this course.

### HOME ECONOMICS

The work in home economics aims to study foods, textiles and clothing, household furnishing and home management as they concern the ordinary citizen who is not specializing in any part of the field.

Emphasis is placed upon the fact that special teachers and expensive equipment are not required to teach one to dress well, eat wisely, and move in pleasant surroundings. The course seeks to give students the fundamentals which will make them capable of filling any niche of the locality's need, and with this elementary foundation to be ready for further study leading to specialization.

### *Household Art.*

#### JUNIOR A. SEWING (20 PERIODS).

Space division lessons in design are required in the use of all stichery and a careful relation of stichery to material and material to use. Technique, illustrated in all kinds of practical problems:

Plain hand sewing.

Mending and remodeling garments.

Choice, tests, alterations and use of patterns.

Care and use of sewing machines.

Simple embroidery.

Crochet, knitting and tatting.

Final problem—Each girl makes a semi-tailored shirt waist.

#### SENIOR B (20 PERIODS).

Methods of teaching clothing, textiles, household furnishings and management.

Discussions—Equipment, materials and cost. What children of various ages should know in the field.

How to develop good ideals in dress, housefurnishing and home life.

Course of study and lesson plans.

Classroom management and care of materials.

Exhibits—Typical individual and community projects for the grades.

Reference and demonstration materials.

Demonstration lessons on "Textile study," "How to shop," etc.





DEPARTMENT OF HOME ECONOMICS—SEWING PROJECTS

*Domestic Science.*

## SENIOR A. FOOD STUDY (20 PERIODS).

Study of equipment, materials and costs.

Visits to every outside aid that is available—government, community, manufacturers, etc.

Study of methods to add essential "food training" without crowding a curriculum.

Classroom management and care of materials.

Scoring of recipes as to food values and cost.

Discussion and exhibits of home work in baking, preserving, etc., where no school equipment is available.

Preparation of a course luncheon by groups of students in turn, as it may be done in the average classroom without special teacher or individual cooking equipment. These luncheon menus must be attractive in appearance and palatability. There must be fuel value and protein content within a certain cost. These luncheons are served at cost price to groups of the faculty.

## ENGLISH

## JR. B, JR. A.

This course emphasizes the organic unity of the subject and the need of planning for instruction in one phase with an understanding of the purpose of all instruction in English. It aims to develop in the student:

- (a) Appreciation of literature and language as art and of the importance of artistic and literary standards as "touchstones" in teaching.
- (b) A "linguistic conscience and pride."
- (c) A sound view of the character, scope and aims of literary and linguistic training in the elementary school.

**I. COMPOSITION—JR. B.**

Nature and scope of subject in elementary school—Controlling aims—Character and æsthetic values—Motives or incentives, utilitarian, social, artistic.

Discussion and application of principles governing the choice of material and the methods of class presentation—Forming the habit of good composition—Relation to thought and the forming of right thought habits—Study of typical forms of compositional activity in the grades.

Interpretative reading of the State monograph on the subject—Plans and illustrative lessons covering specific problems in the teaching of oral and written composition.

**II. LITERATURE—JR. A.**

Study of the nature, elements, and typical forms of literature.

Discussion and application of principles determining the selection of literature for the grades and the method of class presentation.

Intensive treatment of poems and stories appropriate to the grades—Aims and methods—Lesson plans.

**SPECIAL METHOD****READING—SPELLING.****I. READING.**

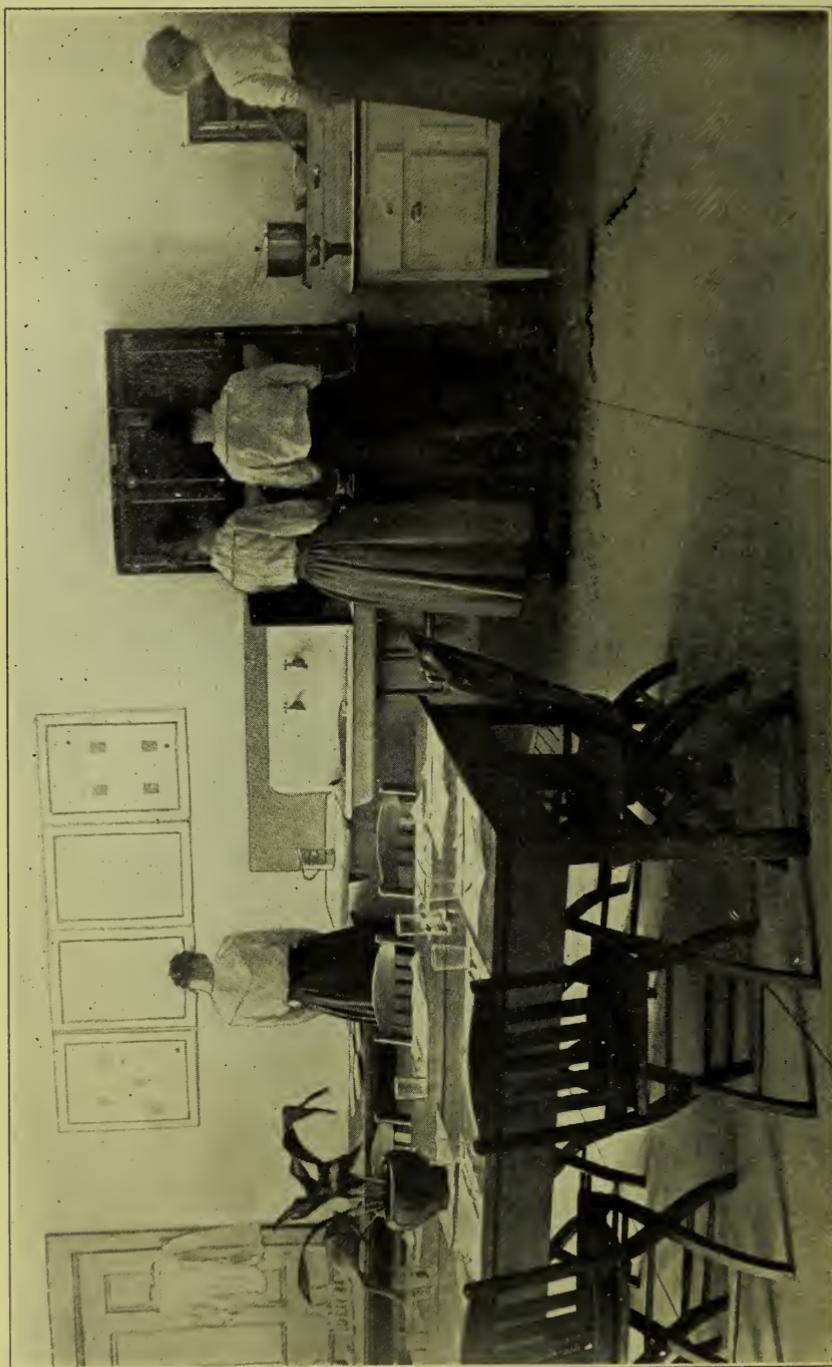
The purpose of this course is to emphasize the importance of reading, to present the principles underlying the teaching of it and to acquaint the students with the recognized methods of the day.

The course embraces a historical survey of children's literature and a careful study of the following topics:

*Nature of the Subject.*—Cultural and formal aspects; the reading process; the reading unit; the word in its functional relation to thought.

*Selections.*—Identification with the end which makes reading valuable. Its bearing upon the development of





DEPARTMENT OF HOME ECONOMICS-COOKING ROOM

reading tastes and reading habits. Basis of choice. Changes in the child's story interests.

Various sources from which suitable material may be obtained and the purpose which each serves. The school reader and the selected unit. Organization of reading matter with special reference to the needs of the different grades.

*Teaching Problems.*—The subject aim interpreted in the light of the instruction given in the primary, intermediate and grammar grades. Reading interests and the part that they play in determining when and how reading shall be taught. First reading experiences. The teacher's preparation for the reading lesson; freedom in choice of material and method used; purpose and method in agreement. The preparatory or study lesson and the reading lesson. The value and character of assignments. Training that should result from teaching the child what to read and how to read. Proper daily allotment of time and length of reading lesson. True test of reading efficiency. Reading scales—Their meaning and uses. Care of special cases. Teaching the masterpiece. Dramatization as a factor in teaching reading. Vocal expression—What it should reflect; upon what its success depends; value of teacher's example. Silent and oral reading—Relative value and place of each. Supplementary reading—True meaning and use. Home reading; sight-reading. Word development and word drill.

Phonics as an aid in developing mechanical skill in reading—When appropriate to introduce; character and amount of this instruction. Value of good speech environment.

*Comparative Study of Methods.*—First the basic methods, alphabetic, phonic, word, sentence and story are considered as a foundation for the study of the aims, procedures and merits of the modern methods such as The McCloskey, Aldine, Winston, New Barnes, Story Hour, Progressive Road to Reading, etc.

*Character of the Work.*—Discussions, observation of lessons taught under regular classroom conditions, lesson plans, required reading, including the State monograph, etc.

Students are made familiar with the reading matter most frequently recommended for use in the grades. At intervals in the course the students are required to read before the class as practice in the intelligent interpretation of the printed page and in order to train for the example which the teacher must be to her pupils.

## II. SPELLING.

This course aims to contrast the old and new methods of teaching spelling with a view to establishing the present-day standards of instruction, thereby showing that right habits of spelling are largely the result of the instruction received.

The following topics are considered:

Nature of the subject and its relation to the other subjects of the curriculum.

Sources from which words are derived—The common every-day words identified with the child's needs in written speech. The spelling book, its value and limitations.

Aim and character of the instruction, prevention the keynote. Proper association between meaning, pronunciation and form.

Memory appeals—Eye, ear and muscular. Contextual spelling—Value of the thought unit over that of the formal word list. The dictation exercise. Usage. Drill, its use and misuse.

Assignment, study and testing—Value and control.

Measuring scales used in determining spelling ability.

The dictionary—Use and training in use.

Correction of misspelled words. Teaching of homonyms.

The length of the spelling lesson and the number of words to a lesson. Value of the spelling notebook and spelling games.

Various modern spelling books examined and their merits determined.

Besides the regular class discussions, lessons are observed, planned and taught by the students.

The State monograph is used in connection with this work.

### MUSIC .

The primary aim of this course is to prepare students to teach music in the public schools, by awakening and stimulating an interest in music and developing a greater appreciation of good music, through a thorough study of the fundamental principles and interpretative study of songs, showing the educational and cultural value of such study.

The course includes—

- (a) Study of children's songs.
- (b) Study of fundamental principles.
- (c) Sight-singing and ear-training.
- (d) Chorus work and conducting.
- (e) Application of principles to methods used in the grades.

### PENMANSHIP

The purpose of the course in penmanship is to instruct students in the execution of good handwriting and the best methods of teaching the same.

Points especially emphasized are correct position, movement, correct slant, and letter forms. These are discussed, and the reasons for their use made clear. Much practice at the desk and blackboards is given, always accompanied by helpful criticism.

The method of teaching penmanship is discussed with regard to best means of teaching position, movement and

form, the time for the child's beginning of writing, materials used and their adaptation to the child's needs, the use of the blackboard for both teacher and pupil and the place of writing in the school curriculum and class program. At the close of the course lesson plans for writing lessons are written and discussed, the students teaching the lessons according to their plans.

#### PHYSICAL EDUCATION DEPARTMENT

The general purpose of physical education is health, and toward this end students are impressed with the two main branches of gymnastics, medical and hygienic, the former when applied to the sick, and the latter when applied to the well.

All students are examined by the school physicians who fill out record cards stating health conditions of the individual. These cards are filed so that the faculty and especially the Physical Training Department may often turn to them for reference. Through such channels students are found with slight spinal deformities and other bodily defects, general cases are discussed in class and the corrective exercises will be demonstrated.

In order that students may do intelligent corrective work, lectures are given on the physiology of bodily exercises, while the work in the gymnasium is to emphasize the choice of exercises in the rational sense, together with their educational, military, æsthetic and recreational values.

The different systems of gymnastics are taught with special reference to grade work. Students are placed in charge of classes in order to give them confidence, initiative, and the ability to make the work interesting and helpful.

Besides the regular grade work, students themselves receive special training for their own bodily development and muscular control. Exercises are given which regulate the blood pressure, force expansion of the lungs, secure correct carriage and give grace of motion. Simple apparatus work

is used to produce quickness of action and muscular power. Games and folk dancing are made important features; students are fond of these forms of mental and physical recreation. The games selected are those which children enjoy, and students are called upon to lead and direct them. This gives valuable practice for playground and summer school activities.

Poise, grace, balance, alertness and muscular power express beauty in action as well as in thought and feeling. Folk and aesthetic dancing develop these things.

The aim of the course is not only to prepare students for classroom work, but is to give courage to the timid, energy to the sluggish, grace to the awkward, the recognition of the place of play in the child's life and the sincere desire to make the mind a worthy inhabitant of a well-built and cared-for house.

#### *Jr. B. 40 periods*

The work of this term is general floor work, all types of exercises are given to develop good posture and physical efficiency, as well as to acquaint the student with the various types of activities such as: marching tactics, formal exercises with and without hand apparatus, story plays, folk dancing and games.

The theory work of this course involves:

1. History of Physical Education.
2. Aims in Physical Education.
3. Relation of body to exercise.
4. Medical gymnastics.

#### *Jr. A. 40 periods.*

This term is devoted to the practical conduct of physical education as adapted to the classroom. Methods of teaching are developed and the theory involved in the various activities, as setting-up exercises, posture drills, games, etc., are studied and worked out through practice teaching and criticism of class lessons. Practice teaching by the student is a prominent feature throughout the work.

The State monograph is used as the source for teaching material.

*Sr. B. 20 periods.*

Folk dances suitable for all grades, also a few typical boys' dances are taught. Great stress is laid upon the development of rhythm and the method of teaching folk dance. Practice teaching is also an important feature. A brief history of the dance is studied.

*Sr. A. 20 periods.*

A careful study is made of the theories of play, its relation to work and the social aspects of the great play movement involving playground and recreative centers and the teacher's personal responsibility.

### STORY TELLING

Comparative study of story literature in its poetical, mythical, legendary and historical settings; the fairy tale, the nature story, the story of real life. Discrimination of moral and ethical values.

The use of the dramatic form in the story. The music story.

Students are required to tell at least two stories in class and to be equipped with story material for the first four grades. Opportunity is given to students in the practice department to tell stories to the children in the classrooms under the supervision of the Story-Telling Department.

### KINDERGARTEN—PRIMARY COURSE

#### Kindergarten and First Four Grades

This course requires two years. The entrance qualifications are the same as for the General course, with the additional requirements of a good singing voice and the ability to read and play the piano. Personal qualifications as to fitness, physical and mental, for the special needs of the Kindergarten will be considered at the time of admission.

## JUNIOR B. (FIRST HALF YEAR).

Psychology, . . . . .	3	periods per week			
English, . . . . .	3	"	"	"	"
Biology, . . . . .	3	"	"	"	"
Arithmetic, . . . . .	4	"	"	"	"
Industrial Art, . . . . .	2	"	"	"	"
Art, . . . . .	2	"	"	"	"
Kindergarten Education, . . . . .	5	"	"	"	"
Physical Education, . . . . .	2	"	"	"	"
Library, . . . . .	1	"	"	"	"
Penmanship, . . . . .	1	"	"	"	"
Music, . . . . .	2	"	"	"	"
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	28	"	"	"	"

## JUNIOR A. (SECOND HALF YEAR).

Psychology, . . . . .	3	periods per week			
Reading Methods, . . . . .	3	"	"	"	"
Literature, . . . . .	3	"	"	"	"
Sewing and Bookbinding, . . . . .	2	"	"	"	"
Music, . . . . .	2	"	"	"	"
Physical Education, . . . . .	2	"	"	"	"
Grade Problems in Art, . . . . .	2	"	"	"	"
Physiology, . . . . .	1	"	"	"	"
Public Speaking, . . . . .	2	"	"	"	"
Kindergarten Education, . . . . .	5	"	"	"	"
	<hr/>				
	25	"	"	"	"

## SENIOR B. (TEN WEEKS THEORY).

Reading Methods, . . . . .	3	periods per week			
Physical Education, . . . . .	2	"	"	"	"
History Methods, . . . . .	3	"	"	"	"

Story Telling, . . . . .	3	"	"	"
Music, . . . . .	2	"	"	"
Arithmetic Methods, . . . . .	3	"	"	"
Sewing Methods, . . . . .	2	"	"	"
Kindergarten Education, . . . . .	5	"	"	"
Geography Methods, . . . . .	4	"	"	"
Woodwork, . . . . .	3	"	"	"
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	30	"	"	"

Ten weeks of Observation and Student Teaching in a Kindergarten.

#### SENIOR A. (TEN WEEKS THEORY).

School Management, . . . . .	3	periods per week		
Physical Education, . . . . .	2	"	"	"
School Hygiene, . . . . .	4	"	"	"
Pyschology, . . . . .	2	"	"	"
Dramatic Art, . . . . .	2	"	"	"
Public Speaking, . . . . .	1	"	"	"
Civics, . . . . .	2	"	"	"
Kindergarten Education, . . . . .	5	"	"	"
Woodwork, . . . . .	2	"	"	"
Science Methods, . . . . .	2	"	"	"
Music, . . . . .	2	"	"	"
	<hr/>			
	27	"	"	"

Ten weeks of Student Teaching in beginning grades throughout the State of New Jersey.

The subject matter of the Kindergarten Primary Course is adapted for the requirements of the early education of the child.

SUBJECTS THAT PERTAIN DIRECTLY TO  
KINDERGARTEN EDUCATION

JUNIOR YEAR.

*Mother Play.* 40 periods.

Related to psychology and child study as a guide to intelligent observation of children.

*Kindergarten Manual Activities* 60 periods.

The study of Froebel's Gifts and Occupations; their purpose. Lessons in presentation. Selected series to exemplify them made by students.

Other play materials—Toys, floor blocks, Montessori, plastic work, clay, crayon and paper.

Nature material—Stringing of seeds, shells, leaves and burrs.

*Kindergarten Games and  
Rhythmic Work.* 40 periods.

The play life of a child studied in regard to instinct, physical needs, imitation, imagination, social relationships.

The Toy Band. Training of the ear and eye. The playing of Kindergarten Games.

*Kindergarten Music.*

Selection and presentation of songs. Piano playing for games and rhythmic work and interpretation. Occasional tests in musical ability.

*In connection with Games and Methods.*

## JUNIOR YEAR.

*Kindergarten Method.**40 periods.*

Social period: conversation, walks, simple story telling, finger plays, observation of nature.

Care of Room: fish, plants, arrangement of flowers.

Celebration of birthdays, festivals; entertaining parents, friends, and little brothers and sisters.

(Note.)

Kindergarten Method is conducted as nearly like an actual Kindergarten as possible, gradually developing the atmosphere of friendly sociability and sympathy desirable with small children.

*Gardening.*

Planting and caring for bulbs and hardy perennials and annuals in garden beds especially reserved for the Kindergarten.

*In connection with Kindergarten Method.*

## SENIOR YEAR.

40 periods.

## *Kindergarten Literature.*

1. <i>Mother Play</i> .—As related to the Kindergarten child.	20 periods.
2. <i>Education of Man</i> .—A general survey of its applicability to modern problems in education.	5 periods.
3. <i>Education by Development</i> .	2 periods.
4. <i>Pedagogics of the Kindergarten</i> .—As throwing light on Froebel's Methods.	2 periods.
5. <i>Montessori Method</i> .	9 periods.
6. <i>Discussion of Reference Books</i> .	2 periods.

## SENIOR YEAR.

### References.—

## Study of Child Nature.

## The Kindergarten. Blow—Hill —Harrison.

## The Kindergarten Curriculum.

## Bureau of Education.

## Other Bureau of Education Literature.

*Games.* 20 periods.

## Original inventions; leadership.

## *Kindergarten Method. 20 periods.*

## Kindergarten Curriculum:

### Discussion of;

1. Actual experience while practice teaching.
2. Various methods discovered by visits to educational centers.
3. Conditions throughout the State.

## OBSERVATION, TRAINING AND PRACTICE

The aims of this department are first, to recognize the necessary part performed by every other department; second, to organize our work in such a way as to utilize the knowledge, interests and ideals gained by the students; and third, through this organization to develop such habits and skills as may guarantee their efficiency as teachers. It will be our purpose to recognize and promote the knowledge and attitude of the students as the means to conduct the aim. It is an economic necessity that this rational conduct results from co-operation. Much of the necessary co-operation is effected in the following manner:

1. Theory instructors observe in the classes of critic teachers.
2. Theory instructors teach in the practice schools to prove their theories.
3. Theory instructors demonstrate their theories before classes of student-teachers.
4. Theory instructors attend meetings of student-teachers and lead in discussions.
5. Critic teachers attend group meetings at the Normal School and visit the different theory departments.
6. Superintendents, principals, critic teachers and theory teachers meet in conferences at the Normal School.
7. Exhibits of teaching materials used by different departments and practice classes are held at the Normal School.
8. Meetings of theory teachers and supervisors of practice are held by the Principal at which the work of the various departments is outlined in detail.
9. Supervisors, critics and student-teachers have conferences with theory instructors individually.
10. Supervisors of the Practice Department and critic teachers meet in groups for conference.



RURAL SCHOOL PRACTICE CENTER



11. Critic teachers demonstrate a series of consecutive lessons to the students in practice.
12. Students in practice give demonstrations in teaching before groups of fellow students, critic teachers and Supervisors of the Practice Department.

**SENIOR B (DIRECTED OBSERVATION, WITH PRACTICE TEN WEEKS).**

- I. The purpose of this course is to help students and make the transition from pupils to teachers with ease and intelligence. Therefore the observation and practice is kept in close articulation with the various departments of the Normal School.
- II. The work falls into three phases—
  - A. The Teaching Process: Discussion covering the following phases:
    1. Aim of education.
    2. Study of the child.
    3. Selection of subject matter suitable to child.
    4. Methods of presenting subject matter to the child.
    5. Classroom management in relation to the child.

The discussion also directly serves the purposes of observation, by preparation previous to, and discussion following, each observation lesson.

- B. Directed Observation is of four kinds:
  1. Observation of the work of the children in the classroom to which the pupil is assigned for practice.
  2. Several series of lessons from the first to the eighth grades for the purpose of gaining some comprehension of the progress made by children from grade to grade.

3. Series of three or four lessons in one grade and one subject. The purpose of these is to have students realize classroom sequence, the relation of one day's lesson to the lesson previous and to the lesson following.
4. Single lessons in all subjects for the purpose of studying the elements in, and organization of, a good lesson.

C. Practice teaching: Each pupil is assigned to a critic teacher in Webster Training School in a grade which seems best suited to his ability and, as far as possible, in accordance with his desire. Here he is given the entire responsibility for teaching a whole class for certain periods of time. He also has broad experience in group work, individual work, and in preparation of material.

During the period of practice teaching, both critics and supervisors give careful direction to the work of pupil-teachers.

### III. Relation of this course to other courses in the Normal School:

A. The work serves as a review and application of the principles taught in:

- (a) Psychology.
- (b) Principles of Education.
- (c) Story-telling and Dramatic Art.
- (d) Special method in
  1. Art.
  2. Music.
  3. History.
  4. Geography.
  5. Reading and Spelling.
  6. Physical Training.
  7. Penmanship.

8. Science.
9. Arithmetic.
10. English.
11. Industrial Arts.

B. Special method teachers observe demonstration lessons with the students and conduct the discussions of the lessons. They also from time to time conduct the discussions before the class.

TEXTS:

Strayer: The Teaching Process.

Earhart: Types of Teaching.

Bagley: The Educative Process.

Charter: Method in Teaching.

The professional library of the school is very well equipped and the students do much reference reading.

SENIOR A PRACTICE.

The centralized and intensive Senior B Practice of the training school is followed by the more extensive Senior A Practice in the field. Ten weeks of theory instruction intervenes between the two periods of practice. Senior A student-teachers are placed with individual critic teachers in different practice centers in the northern part of New Jersey. Many students are permitted to practice in schools near their homes. The special qualifications and grade of critic teachers are matters of first consideration.

During the ten-week period of practice, general and group meetings of both critic teachers and students are held by the Principal of the Normal School and Supervisor of Practice at the Normal School and at different practice centers. The student-teachers are visited by Supervisors of Practice from the Normal School, who observe, discuss and test the work of the student-teachers, inspect their notebook work and maintain a uniformity of standards and ratings.

The assignments for notebook work are as follows:

1. Seating charts.
2. Class programs.
3. Lesson plans.
4. Daily and weekly plans.
5. Record of the number of days taught.
6. Observation notes emphasizing teaching materials, methods and subject matter.
7. Discussions, impressions or outlines of at least five hundred pages of professional reading covering particularly special method, general method and school management.
8. Portfolios of teaching materials.

#### SPECIAL DEMONSTRATION.

One of the aims of the Practice Department is to give intensive supervision and to maintain a very close contact between the students in practice and the Normal School. In order to accomplish this, the Senior A students are required to report at stated school centers to observe a series of consecutive lessons in reading, arithmetic, language, geography, etc. These lessons are demonstrated by critic teachers, selected for their special ability by the Practice Department. This work in demonstration is followed by intensive discussion between the students and Supervisors of Practice.

#### RURAL SCHOOL PRACTICE.

At present the Normal School has in the northern part of New Jersey four rural practice centers. These are as follows: Allwood, Clifton, Bergen County; Mountainside, Union County; Green Village, Chatham Township, Morris County; Lincroft, Middletown Township, Monmouth County. These schools are models in equipment and instruction. They furnish observation and practice to about seventy-two students each year. The students are assisted



ONE-ROOM RURAL SCHOOL PRACTICE CENTER



in this work by rural school critics, supervisors of the practice department, printed outlines and a circulating rural school teachers' library.

#### DIRECTIONS TO CRITIC TEACHERS OF SENIOR STUDENTS.

At the close of the practice period students will be rated by critic teachers on report blanks sent out from the department of practice. Ratings will be recorded in the following terms: P (failure); F (just passing); G (good); E (excellent). The ratings will bear on the following major points:

I. PREPARATION (1st major). Students must prepare lesson plans to be submitted to the critic *at least one day before the lesson is to be taught.* After a plan is corrected the student may use the same in teaching. Criticisms are to be written on the plan by critics and are to be discussed in conferences between critic and practice teacher. When supervisors and critics are satisfied with the intensive planning of students they may submit brief outline plans, stating: The aim of lesson, materials to be used, organization of subject matter, sequence in steps of procedure and provision for application. All students should prepare at least a few daily programs covering the work in all the subjects; and one plan covering all subjects for a week. Plans must be kept for the inspection of supervisors.

II. TEACHING POWER (2d major). In judging teaching power, the following should be considered: (1) Interesting presentation; (2) Forcefulness in teaching; (3) Thoughtful response of class; (4) Results obtained.

III. MANAGEMENT (3d major). In judging management, kindly observe: (1) The student's ability to organize; (2) The attention given to hygienic conditions and good housekeeping; (3) Promptness and accuracy in clerical work; (4) The students ability to control. Other points upon which a rating will be given are Use of Course of

Study, Daily and Weekly Planning, Clerical Work, Resourcefulness, Personality, Professional Spirit and Health.

The amount of teaching will depend upon the student's preparation and ability. In general each student should do some teaching during the latter part of the first week. At the end of five weeks the student should be able to take charge of the class for a half day at a time, and at the end of the seventh week should have charge of the class for several days. Critics and students will keep an accurate record of the time spent in actual teaching. Students should come to a fair and honest realization of their points of strength and weakness. These are problems for co-operative spirit. As soon as a critic feels that a student is failing, a notification must be sent to the Principal, W. S. Willis.

Supervisors of Practice will visit and confer with students, critics and principals, observe the student-teachers, inspect notebooks and otherwise judge of the work.

Some of the Senior B classes are too large to be accommodated in the Webster Training School. At such times Senior B students are assigned for practice under the supervision of critics in the nearby schools. The students are prepared for this by an intensive course conducted by the Supervisors of Practice. This course covers work in

1. Directed Classroom Observation.
2. Questioning and Lesson Planning.
3. General Method.
4. School Management.

The work is strengthened by having the Senior B students report at intervals for the observation and discussion of a series of Demonstration Lessons in first-year reading and other elementary subjects. Small group meetings are held frequently between students and supervisors for the purpose of discussion and suggestion.

**Library Methods. Jr. B.**

The purposes of this course are:

- (a) To teach the students the use of books as reference tools.
- (b) To familiarize them with library methods, so they may use a library intelligently and may train their pupils along the same lines.
- (c) To give them a practical working knowledge of the principles governing the selection of books, more especially reference and children's books.

The school library is used as a laboratory for practice work for the students, and the assignments given them are planned to correlate as far as possible with the work of the departments, making the work more practical.

Course covers following subjects:

**Jr. B Term:****1. Use of libraries.**

Relation of libraries to education.

Library classification.

Use of catalogue.

**2. Use of books.**

Physical book.

Care of books.

How to use a reference book.

**3. Reference books.**

Dictionaries.

Encyclopædias.

Special cyclopædias.

Indexes.

Public documents.

Society publications.

Periodicals for school and reference use.

How to compile a bibliography.

## Public Speaking

**Aim:** To cultivate the four great essentials in speech; *i. e.:*

- I. A pure voice. To bring out the latent strength and beauty of the voice and preserve its individuality; to improve good voices and make poor voices good.
- II. A distinct utterance. To correct defects in speech and give a polished articulation.
- III. A correct pronunciation. A practical study of phonetics. To bring about sufficient knowledge of speech sounds.
- IV. The expression. Ability to interpret the printed page. Ability to express one's thought and feeling before an audience. To stimulate reading "ideas" not "words."

**COURSE I.****I. Voice Culture.**

Correct breathing. Tone production. Placement. Correction of individual faults—nasality, throatiness, etc.

**II. Speech formation and enunciation.** Training of articulatory organs.

Study of English sounds.

Accuracy of utterance.

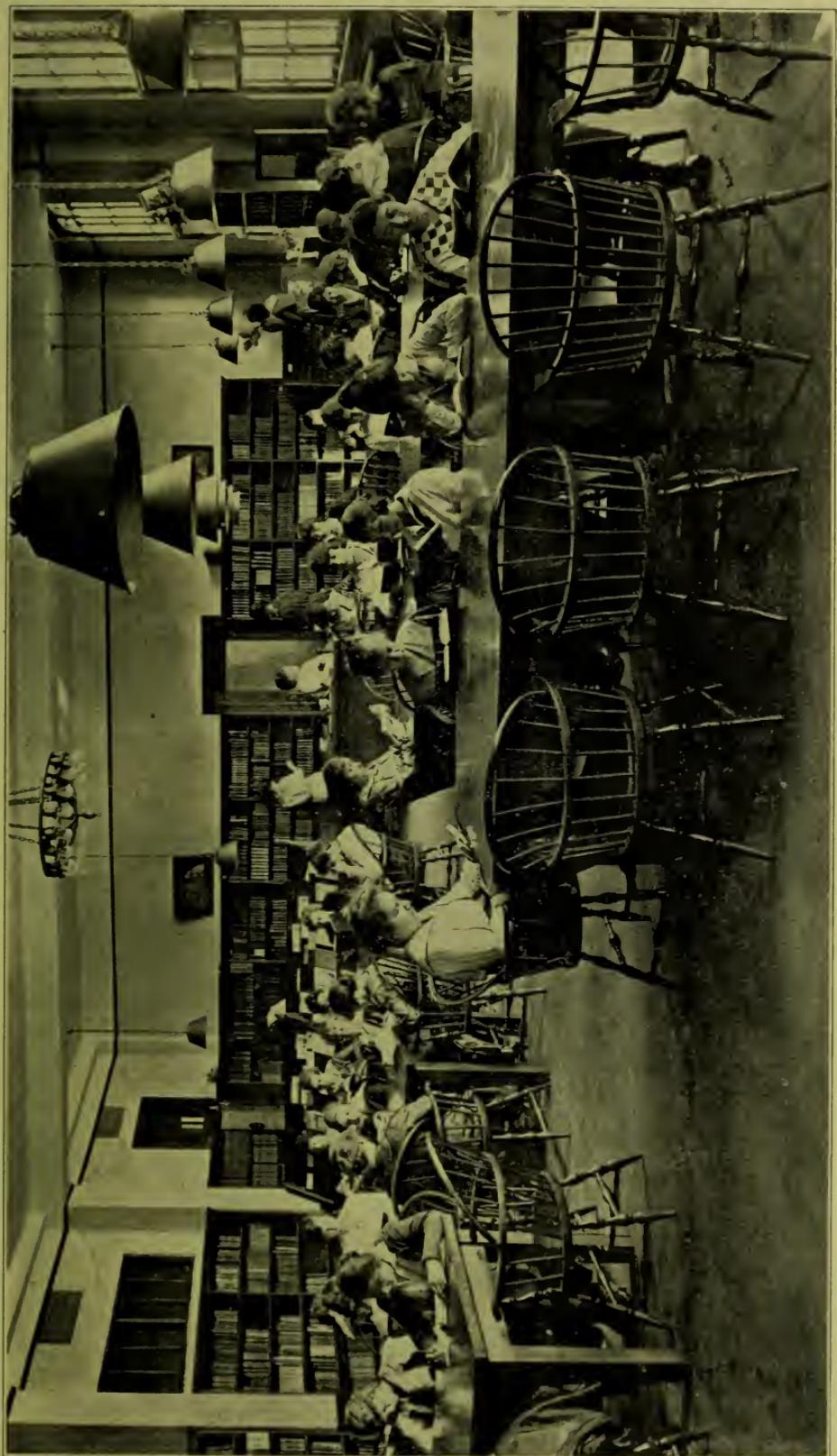
Ear training. Analysis and correction of common errors.

**III. Vocal Interpretation of Literature.**

Fundamental principles—Word grouping. Intellectual conception. Pharaphrasing. Cultivation of imagination. Practical exercises for cultivating animation in speaking and reading. Memorizing and reciting simple lyrics to develop the artistic nature.

(Text: Phillips' Nature Drills in Expression.)

LIBRARY





## COURSE II.

## I. Voice Culture.

Development of power of voice. Increasing volume. Tone modulation. Tone color. Resonance. Individual idiosyncracies noted and corrected.

## II. Development of Expression.

Method based upon psychological principles. Intellectual conception. The student is taught to think, feel and then express these thoughts and emotions through his own individuality. Original thinking before audience. Three minute prepared speeches and three minute extemporaneous speeches required.

(Text: Phillips' Effective Speaking.)

## COURSE III.

## Dramatic Art

Aim: To free the channels of expression, and to stimulate and cultivate the play spirit or dramatic instinct as an aid in teaching expressive reading.

Course will embrace:

- I. *Pantomime* work for freedom of body and self-consciousness.
- II. *Dramatizations* of short stories from school readers for primary and grammar grades.
- III. *Program work*, including dramatizations, music, poems, dances, etc., appropriate for set days, such as Columbus Day, Thanksgiving Day, Christmas, Lincoln's and Washington's Birthdays, and Arbor, Flag and Memorial Days in primary and grammar grades.

## CLASS OF JUNE, 1919—TEACHING POSITIONS.

## GENERAL COURSE.

Abramowitz, Sara, . . . . .	Elizabeth.
Adams, Helen, . . . . .	Clifton.
Aimone, Marie, . . . . .	West New York.
Apgar, Elma, . . . . .	Port Morris—Rural.
Appleget, Anna, . . . . .	United Bank.
Armbruster, Ethel, . . . . .	Manville—Rural.
Aufzien, Rose, . . . . .	Garfield.
Baldwin, Mabel, . . . . .	Newark.
Banks, Adelaide, . . . . .	Fanwood Township—Rural.
Batson, Martha, . . . . .	Chrome.
Bauerman, Edna, . . . . .	Woodbridge.
Biddleman, Eva, . . . . .	Newark.
Binger, Alice, . . . . .	Union.
Bioren, Dorothy, . . . . .	Wallington.
Birklund, Jeanette, . . . . .	Clifton.
Bischoff, Hilda, . . . . .	Montvale—Rural.
Bishop, Lillian, . . . . .	Union.
Bisson, Marion, . . . . .	Newark.
Bloomer, Ruth, . . . . .	Warren Point—Rural.
Boog, Marion, . . . . .	Kearny.
Bowes, Alice, . . . . .	Hoboken.
Brick, Adele, . . . . .	Piscataway.
Broberg, Greta, . . . . .	Linden.
Brohal, Ruth, . . . . .	Belleville.
Brooks, Constance, . . . . .	Newark.
Brown, Gertrude, . . . . .	East Rutherford.
Brown, Gladys, . . . . .	Carlstadt.
Brown, Helen, . . . . .	Bridgeton,
Burgoyne, Mary, . . . . .	Hoboken.
Burns, Kathryn, . . . . .	Newark.
Burns, Marion, . . . . .	Wallington.
Cannon, Marguerite, . . . . .	Hoboken.
Cannon, Marie, . . . . .	Hoboken.
Carman, Harriet, . . . . .	Newark.
Carmody, Margaret, . . . . .	Hoboken,
Carroll, Grace, . . . . .	West New York.
Carroll, Margaret, . . . . .	Hoboken.
Caryl, Ella, . . . . .	Jersey City.
Clark, Jessie, . . . . .	Camden.
Clements, Elizabeth, . . . . .	Irvington.
Clen Dening, Elizabeth, . . . . .	Irvington.
Close, Grace, . . . . .	Hawthorne.
Cohen, Anna, . . . . .	Newark.

Collins, Alice, . . . . .	Morris Township.
Colton, Marguerite, . . . . .	Guttenberg.
Coogan, James, . . . . .	Newark.
Cooper, Florence, . . . . .	Keansburg.
Copeland, Edythe, . . . . .	Elizabeth.
Costlo, Marie, . . . . .	Bradevelt—Rural.
Cox, Edna, . . . . .	Hoboken.
Crane, Carol, . . . . .	Mendham.
Cronin, Anna, . . . . .	Jersey City.
Daft, Lillian, . . . . .	Wallington.
Daly, Helen, . . . . .	Metuchen.
Daly, Marguerite, . . . . .	Bayonne.
Davis, Rose, . . . . .	Belleville.
Deane, Catherine, . . . . .	North Bergen.
Dolan, Marie, . . . . .	Hoboken.
Donovan, Florence, . . . . .	North Bergen.
Dooling, Marguerite, . . . . .	North Bergen.
Drummer, Dorothy, . . . . .	Belleville.
Edsall, Mary, . . . . .	Kearny.
Emmons, Thelma, . . . . .	Perth Amboy.
Emsley, Gertrude, . . . . .	Garfield.
Estrin, Lylian, . . . . .	Hoboken.
Farrel, May, . . . . .	West New York.
Feinberg, Anna, . . . . .	West Hoboken.
Filippone, Alice, . . . . .	Newark (substitute).
Fisher, Mildred, . . . . .	Newark.
Fisher, Mildrer, . . . . .	Maplewood.
Fitzsimmons, Frances, . . . . .	Newark.
Flaacke, Harriet, . . . . .	Kearny.
Fleck, Claire, . . . . .	North Bergen.
Foster, Agnes, . . . . .	Newark.
Frobose, Elizabeth, . . . . .	Belleville.
Gamble, Harriet, . . . . .	West New York.
Girtanner, Marion, . . . . .	Berkeley Heights—Rural.
Glanville, Louise, . . . . .	Mendham.
Gleason, Anna, . . . . .	Elizabeth.
Glennon, Ella, . . . . .	Kearny.
Godlis, Rose, . . . . .	Bayonne.
Goldberg, Anna, . . . . .	Bayonne.
Goldsmith, Ida, . . . . .	West Hoboken.
Goldsmith, Ethel, . . . . .	Orange.
Gordon, Ruth, . . . . .	Garwood.
Gorman, Angela, . . . . .	Rutherford.
Gormley, Elizabeth, . . . . .	Garfield.
Greene, Edna, . . . . .	Newark.
Grooby, Maybelle, . . . . .	Clifton.
Gross, Mary, . . . . .	Newark.

Grube, Oril, . . . . .	Scotch Plains.
Gundrum, Kathryn, . . . . .	Woodbridge.
Gutzat, Dorothy, . . . . .	Irvington (substitute).
Hadden, Dorothy, . . . . .	Perth Amboy.
Hahn, Sarelia, . . . . .	Newark.
Hall, Florence, . . . . .	Plainfield.
Handler, Lillian, . . . . .	Newark.
Havens, Olive, . . . . .	Waldwick.
Hecht, Cecile, . . . . .	Wallington.
Helms, Elizabeth, . . . . .	Newark.
Hender, Dorothy, . . . . .	New Durham.
Henechowitz, Tessie, . . . . .	Newark.
Henig, Rose, . . . . .	Newark.
Hennessy, Catherine, . . . . .	North Bergen.
Hennessy, Vera, . . . . .	Red Bank.
Herzog, Manilla, . . . . .	Waldwick.
Hirsh, Katherine, . . . . .	Hoboken.
Hoffman, Lenore, . . . . .	Scotch Plains.
Hough, Marion, . . . . .	Kearny.
Housman, Eva, . . . . .	Hoboken.
Jacobson, Ida, . . . . .	Fairlawn—Rural.
Jaques, Helen, . . . . .	Linden.
Jensen, Anna, . . . . .	Perth Amboy.
Jones, Adele Ruth, . . . . .	Fords Corner.
Johnson, Anna, . . . . .	Plainfield.
Jurinsky, Anna, . . . . .	Elizabeth.
Kaiser, Gladys, . . . . .	Meadtown—Rural.
Kaplan, Mary, . . . . .	Fairview.
Kennedy, Marion, . . . . .	Elizabeth.
Kempner, Esther, . . . . .	Wallington.
Kenny, Theresa, . . . . .	Jersey City.
King, Helen, . . . . .	Garfield.
Klappholz, Ruth, . . . . .	Wallington.
Kleinhaus, Clara, . . . . .	North Bergen.
Kleinhaus, Elizabeth, . . . . .	Diamond Hill—Rural.
Koehler, Lydia—Married—Excused by the State Board of Education.	
Kraeuter, Edith, . . . . .	Newark.
Kramer, Dorothy, . . . . .	Bayonne.
Kramer, Lena, . . . . .	Newark.
LaForge, Gussie, . . . . .	Belleville.
Lang, Lucie, . . . . .	East Rutherford.
Lavery, Jennie, . . . . .	West New York.
Layton, Margaret, . . . . .	Keansburg.
Leitereg, Elizabeth, . . . . .	North Bergen.
Leszcynski, Aldone, . . . . .	Perth Amboy.
Levi, Stella, . . . . .	Newark.
Lippner, Sylvia, . . . . .	Perth Amboy.

Lloyd, Fannie, . . . . .	Belleville.
Lowe, Christine, . . . . .	Woodbridge.
Ludwig, Marian, . . . . .	Perth Amboy.
Lytle, Sophia, . . . . .	Elizabeth.
MacNair, May, . . . . .	Belleville.
Madden, Anna, . . . . .	Clifton.
Magner, Margaret, . . . . .	Bayonne.
Mann, Martha, . . . . .	Carlstadt.
Marnell, Virginia, . . . . .	Hoboken.
Marsh, Amelia, . . . . .	Wallington.
Martin, Helen, . . . . .	Town of Union.
McCabe, Gertrude, . . . . .	North Bergen.
McConville, Gertrude, . . . . .	North Bergen.
McNamara, Helen, . . . . .	Harrison.
Meisnest, Frieda, . . . . .	Morganville—Rural.
Meseroll, Helen, . . . . .	Belmar.
Miller, Geraldine, . . . . .	North Arlington.
Miller, Helen, . . . . .	Newark.
Millering, Marie, . . . . .	Carlstadt.
Mitchell, Helen, . . . . .	Union.
Morgan, Selina, . . . . .	Englishtown—Rural.
Moriarty, Ruth, . . . . .	Hoboken.
Moroney, Anna, . . . . .	Elizabeth.
Mulford, Marion, . . . . .	Orange.
Mullen, Catherine, . . . . .	West Hoboken.
Mulligan, Mildred, . . . . .	West Hoboken.
Murray, Genevieve, . . . . .	Moonachie—Rural.
Murray, Gertrude, . . . . .	North Bergen.
Murtha, Rosemary, . . . . .	Harrison.
Naylor, Thelma, . . . . .	Rutherford.
Neafsey, Henrietta, . . . . .	West New York.
Newman, Claire, . . . . .	Newark.
Newton, Pauline, . . . . .	Springtown—Rural.
Nichols, Mary, . . . . .	Newark (substitute).
Norris, Mary, . . . . .	Allendale—Rural.
Novak, Pauline, . . . . .	Arlington.
O'Brien, Irene, . . . . .	Elizabeth.
O'Shea, Anna, . . . . .	North Bergen.
Oshrin, Rose, . . . . .	Fairview.
Osterhaut, Charlotte, . . . . .	Garfield.
Paxton, Della, . . . . .	Ridgewood.
Pendorf, Margaret, . . . . .	Harrington Park.
Peters, Evadna, . . . . .	Hoboken.
Phillippi, Lucy, . . . . .	North Bergen.
Phillipson, Bess, . . . . .	Bayonne.
Potter, Estelle, . . . . .	Piscataway.
Prigge, Kathryn, . . . . .	North Bergen.

Quinby, Jennie, . . . . .	Raritan Township.
Quinlan, Clara, . . . . .	Newark.
Ramsey, Ruth, . . . . .	Linden.
Rasnick, Bessie, . . . . .	Belleville.
Rasnick, Rose, . . . . .	Newark.
Rauter, Louise, . . . . .	Riverdale.
Rech, Edna, . . . . .	Newark.
Reel, Maybelle, . . . . .	Elizabeth.
Regan, Margaret, . . . . .	Bayonne.
Reibel, Minnie, . . . . .	Metuchen.
Reinhardt, Ethel, . . . . .	Clifton.
Rice, Muriel, . . . . .	Roselle.
Rizzolo, Agnes, . . . . .	Wallington.
Rommel, Helen, . . . . .	Newark.
Roolvink, Louise, . . . . .	Linden.
Rosler, Dorothy, . . . . .	Secaucus.
Ryan, Gertrude, . . . . .	Upper Saddle River—Rural.
Sabine, Alice, . . . . .	Linden.
Schaumer, Elise, . . . . .	Carlstadt.
Schenck, Mildred, . . . . .	Morris Plains.
Schlee, Bertha, . . . . .	Belleville.
Schmidt, Lillie, . . . . .	Moonachie—Rural.
Schumitz, Caroline, . . . . .	New Egypt.
Schuring, Clara, . . . . .	Wallington.
Seifried, Loretta, . . . . .	Union.
Sharp, Regina, . . . . .	Wallington.
Sharpe, Amy, . . . . .	Sterling.
Shattuck, Lila, . . . . .	Clifton.
Sheeleigh, Angeline, . . . . .	Kearny.
Shirlow, Florence, . . . . .	Lyndhurst.
Silverman, Jennie, . . . . .	Woodbridge.
Slatoff, Edith, . . . . .	Newark.
Small, Florence, . . . . .	Hawthorne.
Smith, Bessie, . . . . .	Hoboken.
Smith, Constance, . . . . .	Ridgefield.
Smith, Frances, . . . . .	Chrome.
Smith, Helen, . . . . .	Metuchen.
Smith, Mary, . . . . .	Perth Amboy.
Smyth, Lucille, . . . . .	Scotch Plains.
Sozio, Pasquale, . . . . .	Linden.
Stanford, Gladys, . . . . .	Clifton.
Stead, Dorothy, . . . . .	East Rutherford.
Stein, Rose, . . . . .	Garfield.
Sternick, Selma, . . . . .	Newark (substitute).
Stevens, Marion, . . . . .	Gladstone—Rural.
Stickel, Ethel, . . . . .	Red Bank.
Stryker, Majorie . . . . .	White House Station.

Sullivan, Mary, . . . . .	Bayonne.
Svenson, Bertha, . . . . .	Garfield.
Sweeny, Frances, . . . . .	Bayonne.
Synnott, Mary, . . . . .	West New York.
Toohey, Winifred, . . . . .	Jersey City.
Toomey, Margaret, . . . . .	Linden.
Totten, Harriet, . . . . .	New Vernon—Rural.
Turner, Myrtle, . . . . .	New Egypt.
Vanderhoof, May, . . . . .	Mountain View—Rural.
Von den Steinen, Edna, . . . . .	Franklin Park—Rural.
Wahl, Katherine, . . . . .	Kearny.
Walsh, Marguerite, . . . . .	Clifton.
Walsh, Mary, . . . . .	Kearny.
Walter, Ethel, . . . . .	East Rutherford.
Walther, Margaret, . . . . .	Garwood.
Walzer, Cecilie, . . . . .	Newark (substitute).
Weis, Albertina, . . . . .	North Bergen.
Weisbrod, Jeannette, . . . . .	Newark.
Weishaar, Ruth, . . . . .	Metuchen.
Wilcox, Estelle, . . . . .	Dunnellen.
Willits, Ethel, . . . . .	Haskell.
Winckler, Mildred, . . . . .	Highland Park.
Womelsdorf, Mabel, . . . . .	Raritan Township.
Wright, Winifred, . . . . .	Union.
Zimmerman, Marie, . . . . .	Newark.

## KINDERGARTEN COURSE.

Brandes, Clara, . . . . .	West Hoboken.
Bunn, Gladys, . . . . .	Woodbridge.
Cantoni, Alverina, . . . . .	Carlstadt.
Clarke, Mildred, . . . . .	New Brunswick.
Coleman, Irma, . . . . .	Elizabeth.
Denbigh, Janet, . . . . .	Linden.
Grossinger, Ruth, . . . . .	Middletown.
Hansen, Dagmer, . . . . .	New Brunswick.
Kindervatter, Gertrude, . . . . .	Fairview.
Marcellus, Sara, . . . . .	Vaux Hall.
Osborn, Frances, . . . . .	Sterling.
Residor, Jeannette, . . . . .	Newark.
Roake, Lillian, . . . . .	Peapack.
Roper, Elizabeth, . . . . .	Roselle Park.
Walters, Alma, . . . . .	Franklin.

## CLASS OF JANUARY 1920—TEACHING POSITIONS.

Abramson, Celia, . . . . .	Bayonne.
Albers, Frieda, . . . . .	Lodi.
Arnold, Gladys, . . . . .	Newark.
Bayer, Katherine, . . . . .	Newark.
Begley, Mary, . . . . .	Newark.
Belott, Rose, . . . . .	Newark.
Besser, Gladys, . . . . .	North Bergen.
Bornstein, Sadye, . . . . .	Montville—Rural.
Bower, Helen, . . . . .	Newark.
Boyette, Adele, . . . . .	Newark.
Bradley, Agnes, . . . . .	Newark.
Bradley, Rachel, . . . . .	Newark.
Burkart, Pearl, . . . . .	Newark.
Coffey, Regina, . . . . .	Jersey City.
Daley, Genevieve, . . . . .	Bayonne.
Ermenville, Alice, . . . . .	Wallington.
Everding, Alice, . . . . .	Newark.
Fierstein, Dora, . . . . .	Lodi.
Fliegel, Edith, . . . . .	North Bergen.
Foley, Margaret, . . . . .	Bayonne.
Gasser, Elizabeth, . . . . .	North Bergen.
Gerrity, Barbara, . . . . .	Hoboken.
Gregory, Olive, . . . . .	Bayonne.
Griffin Emma, . . . . .	North Bergen.
Hedden, Grace, . . . . .	Belleville.
Heiligman, Eva, . . . . .	Newark.
Higgins, Alice, . . . . .	Jersey City.
Hile, Ernestine, . . . . .	Bayonne.
Houlihan, Loretta, . . . . .	Hunterdon County—Rural.
Hunt, Margaret, . . . . .	Rumson.
Hutchison, Ethelyn, . . . . .	Metuchen.
Jessich, Mary, . . . . .	Elizabeth.
Kehoe, Ruth, . . . . .	Leonia.
Kelly, Elizabeth, . . . . .	Jersey City.
LaFetra, Aurelia, . . . . .	Hunterdon County—Rural.
Lewandorf, Laura, . . . . .	Metuchen.
Lewis, Margaret, . . . . .	Roselle Park.
Lincoln, Muriel, . . . . .	Jersey City.
Luddeke, Helen, . . . . .	Lyndhurst.
Marston, Ethel, . . . . .	Lodi.
Marzulli, Angelo, . . . . .	Lyndhurst.
Meehan, Ethel, . . . . .	North Bergen.
Mehrhof, Helen, . . . . .	Midvale.
Menza, Florence, . . . . .	Haskell.

Meyers, Celia, . . . . .	Carlstadt.
Mulrennan, Margaret, . . . . .	Harrison.
Mutchler, Marjorie, . . . . .	Bayonne.
Okin, Pearl, . . . . .	Unionville.
Regan, Agnes, . . . . .	Lodi.
Rowe, Celena, . . . . .	Rumson.
Rudd, Dorothy, . . . . .	Newark.
Salandra, Felicia, . . . . .	Newark.
Schaul, Harry, . . . . .	Bayonne.
Seligman, Lillian, . . . . .	North Bergen.
Sherrow, Irene, . . . . .	Meadtown—Rural.
Sickles, Sara, . . . . .	Clifton.
Sleep, Iva, . . . . .	Newark.
Stewart, Mary, . . . . .	Jersey City.
Swane, Elizabeth, . . . . .	Bayonne.
Turner, Mildred, . . . . .	Newark.
Underhill, Etta, . . . . .	Jersey City.
Vanderhoof, Beulah, . . . . .	Mountain Lakes.
Voldenauer, Harriet, . . . . .	Jersey City.
Webber, Rosabelle, . . . . .	Newark.
Wenke, Bertha, . . . . .	Linden.
Wright, Bessie, . . . . .	Berkeley.
Yelton, Genevieve, . . . . .	Newark.
Bartlett, Margaret, . . . . .	Linden.
Bearder, Mildred, . . . . .	Hunterdon County—Rural.
Buchbinder, Pauline, . . . . .	Newark.
Coffin, Dionis, . . . . .	Lyndhurst.
Holzworth, Dorothea, . . . . .	Newark.
Husk, Miriam, . . . . .	Newark.
Kussy, Sylvia, . . . . .	Newark.
Meyerund, Majorie, . . . . .	Lyons Farms.
Ottolander, Anna, . . . . .	Hunterdon County—Rural.
Riker, Agnes, . . . . .	East Rutherford.
Rogers, Laura, . . . . .	Newark.
Smith, Marion, . . . . .	West Hoboken.







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